



Falkirk Council
Education Services

FALKIRK COUNCIL EDUCATION SERVICES

SERVICE PERFORMANCE PLAN

2011-14



EDUCATION SERVICES
PERFORMANCE PLAN 2011-2014

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1 DIRECTOR'S FOREWORD

I am pleased to present the Education Services Performance Plan for 2011/14. 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 with a focus on 2011/12.

Our local improvement priorities were determined in full consultation with our Headteachers and service managers and approved by elected members in February 2011. The plan outlines the various activities being undertaken centrally to support these priorities.

The structure of our service plan reflects how Education Services are contributing to the achievement of the Council's strategic goals and objectives. We have continued to use the Education Services style and structure of the Action Plan element as it has been very positively received by our head teachers over the last few years. 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.

Our commitment to continuous improvement is exemplified by our experience of Validated Self-Evaluation (VSE). This process aims to support and challenge the work within schools and education authorities to improve the quality of provision and outcomes for learners. Education Services participated in a VSE in partnership with the HMIE in September 2010. The final report, published in March 2011 is available on the Falkirk Council website and some of the self-evaluation results which underpinned the VSE are included in this document.

2010/11 was an exciting year for us with our four new secondary schools opening and the move for staff at authority level to Sealock House and Camelon Education Centre providing scope for new ways of working. Our contribution to the implementation of Co-ordinated Children's Services has embedded our strong history of partnership working with other services and agencies in a model of delivery which provides early intervention services at a local level. I am confident that this will ensure that outcomes for children are improved whilst allowing the systems, practice and culture change necessary for the implementation of Getting it Right for Every Child.

The Council has recently agreed to transfer Community Learning and Development, the School Library Service and community halls to Education Services. Work is in progress to integrate these functions to develop a new service, building on the joint skills and expertise of the staff being brought together. We will then revise our key policies and plans to reflect these developments.

The next year will once again present the service with a challenging agenda across every area of service delivery. The implementation of Curriculum for Excellence and thus 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 2011

2. SERVICE PROFILE AND PURPOSE

Background

Education Services is the largest of Falkirk Council's services with approximately 2,679 employees (full-time equivalent) and a gross revenue budget of approximately £159.5million.

School education is provided for more than 20,000 pupils in 49 primary, 8 secondary, 2 special schools and 3 day units. The service provides over 3,100 places in 8 nursery schools and day nurseries and 42 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.

Pupil attainment and achievement in both our primary schools and secondary schools continues to rise - in some cases by much more than the Scottish average - and we now compare favourably with the rest of Scotland. Our level of exclusions remains steady and low, and again compares favourably across Scotland. Attendance, which has been a particular service priority, has risen with secondary attendance now higher than the national average. Children cannot learn if they are not in school and various measures have been effective in tracking this issue.

We anticipate that our population will continue to increase - mainly due to the number of births which will continue to put pressure on our schools to provide places. We are fortunate to have one of the best school estates in Scotland with only one of our schools being graded 'C'. All our secondary schools have been built within the last ten years and are fit for purpose to provide a 21st century education. We are working to make sure our schools are as environmentally friendly as possible and all new developments are sustainable.

It is expected that the funding of public services in Scotland will fall significantly in the next few years and efficiency savings have already been made both within Education Services and across Falkirk Council services as a whole. We have made a commitment to protect frontline jobs and schools' finances wherever possible. Unemployment amongst young people in the area has dropped over the last ten years but is now increasing again due to the economic downturn. We recognise that we must continue to work in partnership with others locally and nationally to face these challenges.

Education Services has recently undergone a restructuring, prompted by the retirement of a Head of Service. The service now operates as two divisions - Educational Planning and Resources and Educational Support and Improvement. In the last year the Curriculum Support Team has moved as a whole to Camelon Education Centre. All other central teams have recently moved to premises in Grangemouth creating an opportunity for closer cross-team working.

EDUCATION SERVICES' VISION AND AIMS - 'LEARNING TO ACHIEVE'

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'. This sets out how we will deliver the changes brought about in education nationally, linked to Curriculum for Excellence and ensure that we continue to meet the needs of our schools, children and young people. The document has been produced in a variety of formats to be as accessible as possible to all stakeholders and sets out how we go about delivering education across all Falkirk Council educational establishments.

Our Vision: We want all learners in our educational settings to have enjoyable, challenging experiences allowing them to work to their full potential. For economic and social reasons we must enable all young people to be pro-active and independent within their own learning experience. The service must support young people to develop resilience of character and the creativity and flexibility necessary to function in our rapidly changing society. Learners will then develop the skills and attributes which will allow them to make a positive contribution to society and achieve positive sustained destinations. We must inspire young people to become enthusiastic lifelong learners.

Our Aims: We aim to ensure that all our learners have access to:

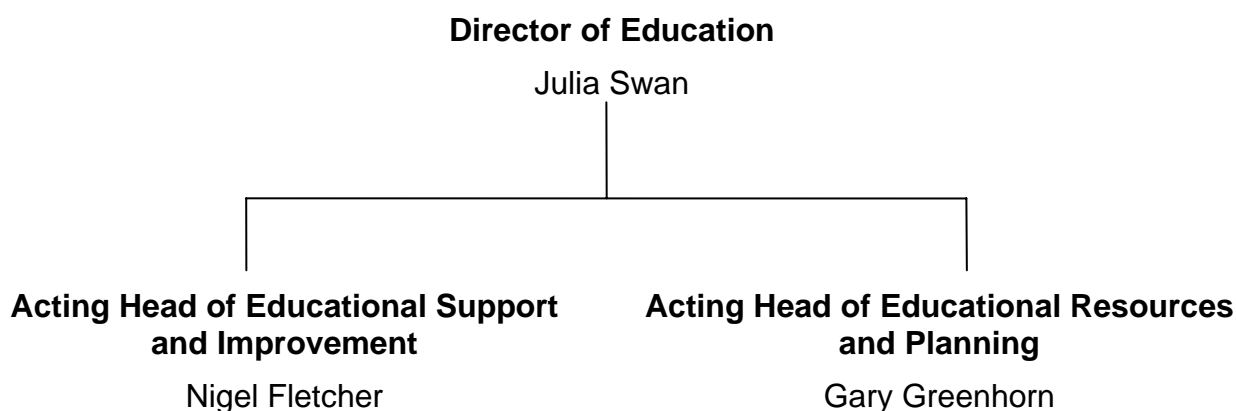
- Positive learning environments
- Opportunities to fully develop the four capacities – to be successful learners, confident individuals, responsible citizens and effective contributors.
- Opportunities for play, sport, creativity and cultural activities
- Opportunities to contribute to decision making
- Opportunities to develop skills for life and skills for work
- Support that will enable them to make positive transitions at all stages of their learning.

'Learning to Achieve' is our key strategy to raise attainment and achievement within the context of 'Curriculum for Excellence', and it endorses a broad view of achievement within the perspective of an inclusive approach to education. The strategy includes a set of learning entitlements for young people which reflect local needs and circumstances. It clearly sets out our vision and aims; it is closely linked to the national priorities for education; and it provides the context for policy development and service planning at classroom, school and authority levels. The strategy was reviewed and re-launched in November 2009 to ensure that it continued to meet the needs of our schools, children and young people. It is a living document and will be expanded, altered and updated as Curriculum for Excellence develops and is implemented across every year group.

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

Profile

Our service comprises two 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:-

Educational Support and Improvement

The Acting Head of Educational Support and Improvement is responsible for co-ordinating a wide range of service functions which support schools in their efforts to raise pupil attainment 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 and Curriculum Support Officers working in close collaboration with all of our Headteachers 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 within Educational Support and Improvement are:

- 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 Inspectorate of Education
- Curriculum Support and Development
- Quality Assurance and Performance Management for schools and nurseries
- Early Years
- Psychological Services
- Additional Support Needs

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 Headteachers and other school-based staff, as well as colleagues from other council services, health professionals and other agencies.

Educational Resources and Planning

The Acting Head of Educational Resources and Planning 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 within Educational Resources and Planning include:

- Finance
- School Estate
- Forward Planning
- ICT
- Employee Resources
- Co-ordinated Children's Services / Implementation of GIRFEC
- Parental Involvement
- Policy Development
- Quality Assurance for central services
- Communications

It is an imperative that all of the above functions are undertaken in a spirit of openness and co-operation 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 within these parameters and in accordance with any associated guidelines such as striving to achieve Best Value for the Council and ensure the best educational outcomes for children and young people within the current political, social, economic, technological and environmental climate.

Legislative Framework

The principal legislation which impacts upon the provision of education is:

<ul style="list-style-type: none">• Education (Additional Support for Learning) Acts 2004 and 2009• Children Acts 1989 and 2004• Children (Scotland) Act 1995• Education (Scotland) Act 1981 (Amended)• Early Years Framework• Equality Act 2010• Freedom of Information (Scotland) Act 2002• Human Rights Act 1998• Further and Higher Education (Scotland) Act 1992	<ul style="list-style-type: none">• GIRFEC – Getting it Right for Every Child• Local Government (Scotland) Act 1994• Scottish Schools (Parental Involvement Act) 2006• Social Security Act 1986• Standards in Scotland's Schools etc Act 2000• Trade Union Reform and Employment Rights Act 1993• United Nations Convention on the Rights of the Child.• Schools (Health Promotion & Nutrition) (Scotland) Act 2007.
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Council Policies, Strategies and Guidelines

In addition to the national legislative framework outlined above, Education Services, 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">• Public Art Strategy and Action Plan• Falkirk Area Biodiversity Action Plan• Falkirk Integrated Children's Service Plan• Strategic Community Plan• Community Learning and Development Strategy• Litter Strategy• Corporate Plan• Corporate Procurement Strategy• Countryside Access Strategy• Culture and Leisure Strategy• Data Protection Guidelines• My Future's in Falkirk Sustainable Falkirk Strategy	<ul style="list-style-type: none">• Enforcement Policies• Equality Scheme• 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• Local Housing Strategy• Local Transport Strategy• Human Resources Policies
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Education Services Policies, Strategies and Guidelines

In addition to working within and to a range of council-wide initiatives, Education Services 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/education

Other factors that we take into account when planning our services include -

- the changing demographics of our area and the number of children who are projected to attend our schools in the future so we can plan for their education.
- the resources we have available and that are projected to be available in future years, so that we can ensure we have sufficient funds and well-trained staff to enable us to continue to provide a quality education for all children.
- the opinions of our customers – pupils and parents – and other stakeholders such as staff, elected members and other partners about the service they receive from us.

Further details are included elsewhere in this service plan.

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.

EDUCATION SERVICES GOAL 1

“Further raising levels of achievement and attainment among young people”

National Outcome 4 - “Our young people are successful learners, confident individuals, effective contributors and responsible citizens”

We contributed to this by:-

Curriculum for Excellence

Pedagogy and Parents

Falkirk's investment in co-operative learning methods has impacted on hundreds of teachers and thousands of pupils. Now we are sharing this with parents. The session arranged for parents was delivered by internationally acclaimed trainer Chris Ward on 6th June. This session used co-operative learning strategies to inform parents about Curriculum for Excellence (CfE) and in particular give them the opportunity to experience the methodologies used to engage pupils.

Braes High School developed an innovative project where they invited parents, pupils and staff to a 'Murder Mystery Evening' to increase awareness of CfE. Participants worked in teams with the experiences and outcomes from a variety of different curricular areas, in order to solve clues and collect points in 7 different rounds. The six suspects were filmed and clips were played between each round to progress the story and give extra clues for teams.

Mentors Matter

We have a central team of supporters, comprising one secondary and three primary teachers who work in partnership with school based mentors and senior managers to offer guidance and support to probationers as they work towards achieving the Standard of Full Registration.

Support for school based mentors is essential and to that end we have designed a support programme called 'Mentors Matter!' which consists of a series of twilight sessions early in the school year. This brings together the support team and experienced school mentors, who work with school-based staff, to guide them through the responsibilities which their role entails.

- The involvement of experienced school-based practitioners in the delivery of this programme allows the participants to adapt the Probationer Support Programme to the needs of their school.
- Participation in this course impacts on the quality, level and consistency of support provided by the authority and schools for probationers; mentors should also recognise this as an opportunity to develop professionally, further developing their knowledge and skills in supporting less experienced colleagues.
- We are working with the GTCS to support school-based mentors to achieve professional recognition in supporting probationer teachers.

Music is flourishing in Falkirk!

During the last year over 400 additional children have been allocated a free music place as part of the youth music initiative. Pupils from nursery to secondary are learning new instruments, developing their musicianship skills and having fun! The Youth Music Initiative (YMI) in Falkirk has been running for 7 years offering children the opportunity to learn both during the school day and in the evenings. Children are taught by a team of professional musicians who work in partnership with class teachers to develop pupils' musicianship skills helping to increase literacy, numeracy, confidence, self-esteem and improve cross curricular activities. Over 4,000 children receive free music activity as part of the YMI every week in Falkirk, helping to increase achievement within schools.

We are also the only local authority to run YMI apprenticeships – offering senior pupils the opportunity to work alongside music tutors, take part in a training programme and work as music assistants to develop their teaching and performance skills.

Further opportunities have also been created through The Scene youth music forum, managed jointly by Education and Community Learning Development. Over the last year work has been done to research music opportunities for 0 – 25 year olds in the Falkirk area and assess what is needed to develop a sustainable youth music forum in Falkirk.

Learning to Achieve Festival

The Learning to Achieve festival was launched in 2010. This week of celebration and learning consisted of a wide range of events which combine CPD with a celebratory sharing of good and emerging practice. The diverse range of events included:

- "A Right Brilliant Thing" - We were invited by the Scottish Commissioner for Young People, Tam Baillie, to host a session in Falkirk on this national project,. This was broadcast across Scotland live through a National Glow Meet and involved pupils

from across primary and secondary stages in activities relating to their upcoming national vote.

- Many of our establishments hosted open events for parents and their local community and issued an invitation to staff from other establishments to drop in
- Primary 5 and 6 teachers were among the first to experience a “real life” hospitality industry learning context which previewed a new world of work visit for pupils.. This visit provided a real, relevant and fun way to develop areas of Health and Well Being knowledge
- Many establishments took advantage of the opportunity to involve pupils as much as possible in showcasing the learning and teaching they are developing to implement Curriculum for Excellence in our local context
- 120 Pupils from our small schools enjoyed a special interdisciplinary Scottish themed activity day planned in collaboration with Historic Scotland and the Travelling Gallery which took place at Blackness Castle on Festival Friday.
- A series of awards were introduced to recognise the achievement of staff delivering the experiences and outcomes contained in the strategy. -

In March 2011, Education Services Teachers and Leaders were privileged to have a Masterclass from Professor David Perkins, from the Harvard Graduate School of Education, in association with WIDE WORLD (developed at the Harvard Graduate School of Education) and the Tapestry Partnership. Professor Perkins’ Masterclass was ably hosted by Falkirk High School and 150 school staff, made up of Head Teachers, Teaching for Understanding (TFU) and Leading for Understanding (LFU) course participants, came to hear his thoughts first hand.

EDUCATION SERVICES GOAL 2

“Further developing a thriving, sustainable and vibrant economy”.

National Outcome 2 – *“We will realise our full economic potential with more and better employment opportunities for our people”*

National Outcome 3 – *“We are better educated, more skilled and more successful renowned for our research and innovation”*

National Outcome 5 – *“Our children will have the best possible start in life and are ready to succeed”*

We contributed to this by:-

Enterprise in Education (EiE) - VSE Topic

In July 2010, Falkirk was recognised by Enterprise UK as the most enterprising area in Scotland as part of a UK-wide competition. The region was recognised for its My Future's in Falkirk (MFIF) campaign to tackle job losses in the petrochemical industry. The judges commented positively about the “Innovative partnerships” between education and business”. Our submission stated that *“business and education liaison will be focusing on key sectors such as the creative industries and science and technology”*.

In collaboration with INEOS Grangemouth we continued working in support of the MFIF project ‘Schools into Technology’. This project aims to encourage more pupils to take science subjects and encourages them to pursue a science and/or technology based career so ensuring that our young people are equipped and able to work in local, technology-based companies. The project has two offerings – Masterclasses for S1/2 and

the Science, Education and Technology Fair. 2010 will see the launch of the SciTeQ Festival for all S1 pupils.

The Cultural Co-ordinator brings a wide range of opportunities to young people, from the Youth Music Initiative to the Moving Image project and has over the years developed the Creative Futures event which is a career information event for young people interested in finding out more about the creative industries. The Co-ordinator has been active in bringing about the establishment of a Creative Learning Network.

Following the outcomes of a MFiF survey of young people in 2005 and working in partnership with Skills Development Scotland, and Forth Valley College a job opportunities leaflet was produced. This has now progressed to careers pages, which are part of the MFiF website. The pages will include local information and local business case studies for young people.

To allow pupils to gain the most benefit from their learning experiences, classroom practitioners have access to an ongoing menu of enterprise focussed CPD sessions. In order to link aspects of pupil learning to the local environment and its heritage, we provided CPD and resources on MFiF and the Helix Environmental Park and the Community Liaison Manager from the Helix will deliver a workshop for teachers at the Learning to Achieve festival.

A local method of evaluating the impact of CPD sessions was developed and has proved successful. This will be rolled out across Curriculum Support. We have undertaken an extensive programme of training on the use of the HMIe interactive self evaluation tool "HGIOS at EiE" and we continue to search for innovative ways of measuring the impact of CPD on the pupils' classroom experience.

Forth Port Authority facilitated a two day challenge for S1 pupils on international transport and logistics. Aramark Catering provided a range of food tasting events for primary pupils and work placements for secondary pupils. Cala Homes offered a design brief for art and design pupils and Caledonian produce offered a food challenge which resulted in the pupils' recipe being sold in Marks and Spencer.

Analysis of the Enterprise in Education activity reports reveals a **32.4%** increase in the number of employer engagement partnerships in 2009/10 bringing our total to **675**. These partnerships have supported, amongst other things, 600 pupils undertaking world of work events at Forth Valley College. 1380 work experience placements (of which 32.63% were accredited) and a range of careers and challenge events

Pupils from Carrongrange School have benefited from the experience of running the Steadings Café at Muiravonside Country park and a further opportunity has been developed at the Tryst Café which is within the school's catchment area. This also brings the benefit of increased local community links. The café initiative has recently been extended to provide opportunities for pupils from Denny and Grangemouth High Schools and Forth Valley College.

Following the publication of "Improving EiE" in February 2008 and in response to Recommendation 6: "**Schools and centres should improve the consistency and effectiveness with which they evaluate the quality of enterprise experience and its impact on pupils' achievement and progression in learning and development**" we engaged in a reflective programme of monitoring, evaluating and reviewing our processes

for gathering information on EiE activities. This was supported by a programme of CPD and development work on our data management systems.

In 2009/10 of the **1287 activities** reported, 773 were considered to involve Enterprising Learning and Teaching, 182 Careers Education, 65 Work Based Vocational Learning and 267 Entrepreneurial learning. The activities undertaken provided **55956 pupil** engagements across the early years, primary, secondary and special school sectors. This figure represents an average of **2.73 engagements per pupil per year**.

More Choices , More Chances / 16+ Learning Choices - VSE Topic

Education Services has continued planning for post 16 transition to further education, employment and training, in line with 'More Choices, More Chances'.

The Council remains determined to increase options for young people who are eligible to leave school. 16+ Learning Choices aims to provide more flexible approaches to learning and retain more young people in education post 16. There is a continued focus on positive transitions. 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, the local joint action plan has been revised with continuing focus 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

For some years we have been working in partnership with Forth Valley College who offer a range of opportunities, including a number of skills for work courses, for school pupils from S3 onwards. We continued developing our links with the college with a view to encouraging more of our students into further education on leaving school.

EDUCATION SERVICES GOAL 3

“continuing to improve the health, safety and wellbeing of our citizens and communities”.

Single Outcome Agreement:

National Outcome 4 – *“Our young people are successful learners, confident individuals, effective contributors and responsible citizens”*

National Outcome 6 – *“We will live longer, healthier lives”*

We contributed to this by:-

Behaviour

Falkirk Council schools have continued to reduce the number of temporary exclusions. The number of exclusions per 1,000 pupils during 2009/10 was 35% lower than the national average.

To help improve behaviour in schools still further, we are implementing restorative approaches in all of our schools. In restorative approaches, the emphasis is on establishing and maintaining positive relationships and helping young people understand

the consequences of their behaviour for others in order to help improve behaviour, rather than the traditional reliance on 'telling off' and punishment. Secondary school pilots have been very successful and have led to a general policy for all schools. Falkirk has been mentioned in national research reports in this field. All Falkirk's secondary schools are now committed to developing restorative approaches and primary schools will be developing in the same way over the next two or three years.

GIRFEC – Getting It Right For Every Child

Integrated working has involved building partnerships with other services and agencies e.g. social work, police, community services. Our partnership with NHS Forth Valley has concentrated on developing and implementing the Falkirk Sexual Health Strategy and the continued implementation of the Schools (Health Promotion & Nutrition) (Scotland) Act 2007. Our partnership with Central Scotland Police has led to Police Officers being based in both Larbert and Denny High Schools.

All Falkirk establishments are accredited Health Promoting Schools at level one or two. The accreditation system is being updated to encompass Level 3 accreditation, in line with Curriculum for Excellence. Support and advice will be given to enable establishments to move towards level 2 or 3.

Falkirk Children's Commission implemented a Co-ordinated Children's Services model which delivers services to children and their families at as local a level as possible. Four localities went live in September 2010. Locality Multi-Agency Groups agree early intervention services for individual children based on their needs. A strategic co-ordination Hub is being developed to ensure a more streamlined approach to the needs of children who require more complex services to meet their needs.

A Children's Services Change Manager has been employed by CVS Falkirk and District on behalf of the Commission to influence the change required to embed the principles of GIRFEC across all services and agencies.

Social Work Services are leading on the development of the Intensive Family Support Service and the Integrated Assessment Framework. All these developments are ensuring that the systems, culture, and practice changes required to embed GIRFEC are moving in a positive direction. These changes and developments were all made within existing resources

The model builds on the successes of Integrated Learning Communities and the recognised impact which supporting families has on individual children's attainment and achievement. Work is continuing to develop this approach across the Council area.

The Commission sponsored the Public Social Partnership Project. Falkirk Council in partnership with CVS Falkirk and District entered a partnership to create a robust commissioning framework. This was one of ten national pilots and initial work indicates that as well as improving outcomes for customers this collaborative approach has benefits for providers and also will lead to real efficiencies being achieved.

Child Protection

The previous HMIE joint inspection of services to protect children and young people in the Falkirk Council area took place between December 2008 and January 2009 with the subsequent report being published in June 2009. Inspectors identified a number of key

strengths and were confident that when children were identified as being at immediate risk, prompt and effective action was taken to protect them. Chief Officers were also judged to have strengthened their collective leadership and accountability for services to protect children.

The report also identified five areas for improvement. These were:

- Improve the delivery and co-ordination of family support services;
- Improve the quality and consistency of assessments of risks and needs and ensure that appropriate health staff are actively involved in all child protection processes;
- Ensure child protection plans have specific actions and timescales and that core groups measure progress in reducing risks and meeting needs;
- Ensure that senior managers drive forward service development priorities; and
- Develop and improve the use of performance information from which to evaluate the effectiveness of services in improving outcomes for vulnerable children

A joint inspection of services to protect children and young people in the local authority area is being undertaken by SCSWIS in May 2011. To prepare for this process extensive multi agency selfevaluation has taken place to determine what differences we have made and the progress achieved in meeting our areas for improvement.

EDUCATION SERVICES GOAL 4

“increasing our efforts to tackle disadvantage and discrimination in all its forms”.

Single Outcome Agreement:

National Outcome 8 - “We have improved the life chances for children, young people and families at risk”

We contributed to this by:-

Early Years Framework

During session 2009/10 the Early Years Advisory Group reported that it had made good progress towards meeting its agreed priorities as follows:-

All permanent Early Years Officers and Nursery Managers are now registered with SSSC. Nine employees will graduate with a BA in Childhood Practice in June 2011

A review of parental support is being undertaken. A stakeholder session was held in March 2011 to begin mapping of current provision and shape the future direction.

Denny & Camelon Nurseries are now providing an increased number of baby, toddler and extended day places for working parents, parents undertaking further education and children from vulnerable families.

Work on the amalgamation of Inchyra Nursery School & Grangemouth Day Nursery will be completed during summer 2011.

The development of the Childcare Information Service to a Family Information Service is currently under consideration nationally.

Looked After Children - VSE topic

We continued to work towards our objective to accommodate and educate all of Falkirk's children within its school system, reducing reliance on external providers, by June 2011. Since 2008-09 the JCCRAG (Joint Childcare Resource Allocation Group) has increased its scrutiny of out authority placement requests and accommodation of children within Falkirk Council's provision has increased.

During 2008-09, the appointment of permanent, dedicated staff to monitor the educational planning and outcomes for Looked After Children allowed the Service to anticipate the demands of Scottish Government guidance. The Service tracks the attendance, progress and outcomes for all Looked After Children, and has established support networks for designated senior managers in schools with responsibility for Looked After Children in line with the Corporate Parenting policy.

It was agreed by Education Committee in May 2011 that a new school to provide Social, Emotional and Behavioural Support Services would formally open at Camelon on 1 July 2012. The new provision will bring together the currently separate provision for young people in S1-S3 with provision for those in S3-S5. The proposed services will have specific responsibilities for supporting the education of Looked After Children. As is the case across Scotland, Falkirk Council's Looked After Children do particularly poorly at school. Their academic achievements are much poorer than other children and they are more likely to be excluded. The Looked After Children Support Team would work in mainstream schools, in home settings and in the community to help ensure that looked after children have an educationally rich experience out of school and have access to additional support, where necessary, to maintain school attendance.

EDUCATION SERVICES GOAL 5

“enhancing and sustaining an environment in which people want to work, live and visit”.

Single Outcome Agreement:

National Outcome 4

“Our young people are successful learners, confident individuals, effective contributors and responsible citizens”

National Outcome 9

“We will live our lives safe from crime, disorder and danger”

National Outcome 14

“We will reduce the local and global environmental impact of our consumption and production”

We contributed to this by:-

Parental Participation –VSE topic

The Annual Parents' Conference held in May 2010 was based on the theme 'Coping with Change and Challenge'. The context for the day was set by the keynote speaker, Dr Carol Craig. Parents then had the opportunity to attend two of the eight workshops which covered a range of related issues. The conference was well attended by parents and feedback was excellent.

The Parents' Service continues to provide a one stop shop approach for parents and deals with enquiries and complaints across a wide range of issues on a daily basis. The service continues to reduce the number of formal complaints from parents whilst the number of informal enquiries continues to rise demonstrating that more enquiries are dealt with at an earlier stage.

The Parents' Strategy has been in operation for a few years and has gone through its first review. The revised strategy is nearing completion and will be presented to Education Committee in the new academic session.

The Parental Involvement Team continues to work closely with Parent Councils on a regular basis, providing advice and support. Parent Council members are more aware of who to contact for information and advice and regular monthly updates continue to be issued to them. There continues to be a good number of parents involved in their child's school's Parent Council.

A range of training and networking opportunities for parents and Parent Councils was offered during 2010/11 on various topics, including Child Protection, Effective Meetings and First Aid. Responses and feedback from these sessions has been very positive with participants finding them very useful, helpful and professionally run. Feedback also showed that Parent Council representatives want more of these training and networking events to enable them to talk to other parents and share good ideas about how they can contribute positively to their children's school.

The Parenting Handbooks for 0-5 years and 5-11 years are currently being updated. These have been well received both by parents and local and national external partners and authorities. The third handbook, which will cover the age group 11-18 years is also progressing well.

Pupil Participation

Every school has a Pupil Council. These meet over the course of the session and send representatives to the Schools Council (secondary pupils) and the Cluster Councils (primary pupils). As a result of the last year's 'Pupil Engagement in Decision Making' Policy, a poster was designed by young people in secondary schools. An electronic printable version was distributed to all secondary schools for display.

Two Schools Council representatives sit on the Education & Leisure Committee and young people continue to be involved in a number of Education Services' groups including the PE, Physical Activity and School Sport Steering Group.

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 Malawi. These enhance pupils' knowledge of the world and enrich teaching across the curriculum. Twelve schools have achieved the International Education Award since its introduction in early 2007, with several more currently working towards the award. Three schools have achieved their Level 2 Award.

The authority continues to participate in European Union and British Council administered international education programmes, including Comenius, Connecting Classrooms and eTwinning. Staff continue to take up international professional development opportunities organised by Learning Teaching Scotland and other organisations.

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 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.

Leadership Development

The most important task for leaders in Education Services is to enable and nurture a supportive learning, performance and development culture. To deliver this commitment, it is essential that schools and service support teams have very good leaders at all levels. To this end, we are building on the current good practice relating to leadership pathways ensuring that teachers and other officers who aspire to leadership roles are motivated, fully prepared and qualified to take up such roles. We will extend the leadership pathways programme, which will be applied across the service aiming further to develop managers and leaders. The continuum of development begins with managing self, moving on to managing others, then managing managers leading to managing a school or service. Moving along the continuum at the right speed will allow aspiring and serving leaders to identify and address gaps in their training and experience. This approach will help build a leadership culture that enables Falkirk Education Services to deal with the challenges and opportunities that lie ahead.

Headteachers understand and support distributive leadership – we are moving on from delegation. Opportunities are provided through commissioning, supporting projects emanating from leadership development programmes, and Lead Teachers. This is evidenced by the willingness of class teachers to step up as facilitators for a range of developments.

A comprehensive programme of continuing professional development (CPD) was planned and distributed to all schools. All CPD descriptors and courses are linked to fulfilling the requirements of Curriculum for Excellence and new programmes are being developed and offered to staff in various sectors to improve their professional development.

Coaching training is now included in the CPD programme. Education Services now has its own team of trainers who have already carried out two events with more planned. Education Services is committed to building a coaching culture throughout the whole service.

Details of results, outcomes, customer views and the findings of the Validated Self Evaluation are reported in section 8 - Performance Targets, Measures and Reporting - of this service plan.

**Local Improvement Priorities 2011-2014
Overall Summary**

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
<p><u>Curriculum for Excellence</u></p> <ul style="list-style-type: none"> • Effective Learning and Teaching • Literacy • Numeracy • Health and Wellbeing • Senior Phase • Wider Achievement • Personal Support • Assessment / Reporting • GLOW <p><u>Attendance</u></p>	<p><u>My Future's in Falkirk / Improving School Leaver Destinations / More Choices / 16+ Learning Choices</u></p>	<p><u>Behaviour Improvement/ Restorative Approaches</u></p> <p><u>Getting it Right for Every Child - Integrated Children's Services</u></p> <p><u>Child Protection</u></p>	<p><u>Looked After Children</u></p> <p><u>Early Years Framework</u></p>	<p><u>Pupil Participation</u></p> <p><u>Parental Participation</u></p> <p><u>Leadership Development</u></p>	<p><u>Scottish Government Priorities</u></p> <ul style="list-style-type: none"> • Primary (P1-P3) Class Sizes • Maintaining Teacher Numbers <p><u>Property Priorities</u></p> <ul style="list-style-type: none"> • Early Years Amalgamations • New RC Primary School (Antonshill) • Capital Programme 2011/12 – 2013/14 <p><u>School Capacity Demographic Changes</u></p> <ul style="list-style-type: none"> • Early Years / Primary Capacity Review • Admissions and Reserved Places Policy Review <p><u>Workforce Planning Strategy</u></p> <ul style="list-style-type: none"> • Teacher, Probationer and other school Staffing Needs <p><u>ICT Infrastructure Improvements</u></p> <ul style="list-style-type: none"> • Broadband / Wireless / SEEMIS Development <p><u>Financial Governance and Risk Assessment</u></p> <ul style="list-style-type: none"> • 2011/12 Budget Planning <p><u>Gaelic Strategy</u></p> <p><u>Quality Improvement Framework (VSE)</u></p>

ACTION PLAN: Curriculum for Excellence

Key Developments	Lead Officer	Timescale	Budget	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	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 Partnerships
<ul style="list-style-type: none"> Numeracy Implement the numeracy strategy across all curricular areas. 	Anne Pearson	Ongoing	Curriculum for Excellence priorities	School Improvement Partnerships
<ul style="list-style-type: none"> Health and Wellbeing Embed the health and wellbeing experiences and outcomes. This includes Health and Wellbeing accreditation. 	Anne Pearson / Marian Boyle / Elaine Costello	Ongoing	Curriculum for Excellence priorities Schools Health Promotion	School Improvement Partnerships
<ul style="list-style-type: none"> Senior Phase Develop appropriate curriculum pathways for all pupils which build on a broad general education. 	Carol Paton	August 2013	Curriculum for Excellence priorities	Secondary Schools Improvement Partnership

<ul style="list-style-type: none"> • Wider Achievement Continue to provide opportunities for children and young people in Arts, Culture, Physical Activity and Sport • Personal Support Working in partnership to support learners to gain as much as possible from the opportunities that Curriculum for Excellence can provide. This will involve consideration of both universal support entitlements for all and development of staff expertise for the provision of targeted support. • Assessment and Reporting Implement the assessment and reporting strategy across all curricular areas. • Glow Implement the Glow Strategy 	<p>Gillian Thomson</p> <p>Marian Boyle</p> <p>Carol Paton</p> <p>Anne Pearson</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Core Schools Provision Curriculum for Excellence priorities</p> <p>Curriculum for Excellence priorities</p> <p>Curriculum for Excellence priorities</p> <p>Overall Service Funding</p>	<p>PE and Sports Steering Group Curriculum Management Groups</p> <p>School Improvement Partnerships</p> <p>School Improvement P/ships Assessment Implementation Team</p> <p>Education Services Management Team</p>
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ACTION PLAN: Attendance

Key Development	Lead Officer	Timescale	Budget	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 Lorraine McFarlane	Ongoing	Overall Service Funding	School Improvement Partnerships Quality Improvement Team

ACTION PLAN: My Future's in Falkirk / Improving School Leaver Destinations / More Choices, More Chances / 16+ Leaver Destinations

Key Developments	Lead Officer	Timescale	Budget	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+. 	Phil Hamerton / Maureen Tait / 16+ Learning Choices Coordinator	June 2012	Core Secondary Provision Additional short term funding	School Improvement Partnerships Quality Improvement Team Positive Transition Group Timetabling Group
<ul style="list-style-type: none"> Providing a range of options to meet the needs of young people who might otherwise leave school without a positive destination and providing more flexible learning choices for young people post statutory school leaving age. 	Maureen Tait / 16+ Learning Choices Coordinator	Ongoing	Curriculum for Excellence Provision	Education Services Management Team Positive Transition Group

<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. 	Anne Pearson / Maureen Tait / 16+ Learning Choices Coordinator	Ongoing	Overall Service Funding	School Improvement Partnerships
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ACTION PLAN: Behaviour Improvement / Restorative Approaches

Key Developments	Lead Officer	Timescale	Budget	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. Refresh and re-launch FFBM and Staged Intervention within wider ASL context. 	Tom Begen / Phil Hamerton / Head Teachers	By Dec 2011 (primary) and ongoing (secondary)	Core Schools Provision	School Improvement Partnerships Quality Improvement Team
<ul style="list-style-type: none"> Restorative Approaches Implementation Continue to support Restorative Approaches across all Secondary Schools and embed Restorative Approaches in the Primary sector, based on school self-evaluation. 	Phil Hamerton / Head Teachers	June 2011 and ongoing	Curriculum for Excellence Priorities	School Improvement Partnerships Quality Improvement Team
<ul style="list-style-type: none"> Develop new specialist provision – pending approval by Education Committee in May 2011 	Phil Hamerton	By Aug 2012	Core Schools Provision	Secondary School Improvement Partnership

ACTION PLAN: Getting it Right for Event Child - Integrated Children's Services

Key Developments	Lead Officer	Timescale	Budget	Monitoring
<ul style="list-style-type: none"> Continued Development of Locality Model 	Elaine Costello	Ongoing	Core Service Management Provision	Children's Commission
<ul style="list-style-type: none"> Development and Implementation of Children's Services Hub 	Elaine Costello	By June 2012	Scottish Government Resources	

ACTION PLAN: Child Protection

Key Development	Lead Officer	Timescale	Budget	Monitoring
<ul style="list-style-type: none"> Participate in the implementation of the corporate Child Protection Plan. 	Alex Black	Ongoing	Core Service Management Provision	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. 	Alex Black / Marian Boyle	Ongoing	Core Service Management Provision	Education Services Management Team Child Protection Committee
<ul style="list-style-type: none"> Ensure robust systems and processes are in place to comply with safer recruitment guidelines. 	Kenny McNeill	Ongoing	Core Service Management Provision	Education Services Management Team

ACTION PLAN: Looked After Children

Key Developments	Lead Officer	Timescale	Budget	Monitoring
<p>Looked After and Accommodated Children</p> <ul style="list-style-type: none"> Implement actions as contained in the Corporate Parenting Action Plan. 	Andrew Facherty	Ongoing	Core Service Management Provision	Corporate Parenting Strategy Group Education Services Management Team

ACTION PLAN: Early Years Framework

Key Development	Lead Officer	Timescale	Budget	Monitoring
<ul style="list-style-type: none"> Implement the joint action plans in collaboration with Community Planning Partners 	Eileen Hutton / Lorraine McFarlane	By June 2014	Core Service Management Provision	Education Services Management Team

ACTION PLAN: Pupil Participation (Page 1 of 2)

Key Developments	Lead Officer	Timescale	Budget	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. 	Gillian Thomson/ Head Teachers	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	Ongoing	Overall Service Funding	Head Teachers Quality Improvement Team
<ul style="list-style-type: none"> Equalities Mainstream anti-discrimination across all areas of teaching and learning to enable participation by all children and young people. 	Megan Farr/ Head Teachers	Ongoing	Core School Provision	Head Teachers Quality Improvement 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. Facilitate transfer of this responsibility to Trust and continue to support schools. 	Gillian Thomson	Ongoing	Overall Service Funding	Head Teachers Quality Improvement Team

ACTION PLAN: Pupil Participation (Page 2 of 2)

Key Developments	Lead Officer	Timescale	Budget	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 LAAFH by providing them with opportunities. Facilitate transfer of this responsibility to Trust and continue to support schools. 	Gillian Thomson / Wendy Taylor	Ongoing	Curriculum for Excellence priorities	Head Teachers Quality Improvement Team Active Schools Team
<ul style="list-style-type: none"> Arts and Culture Continue to provide opportunities for children and young people to be involved in arts and culture. Facilitate transfer of this responsibility to Trust and continue to support schools. 	Gillian Thomson / Gayle Martin	Ongoing	Overall Service Funding	Head Teachers Quality Improvement Team

ACTION PLAN: Parental Participation

Key Development	Lead Officer	Timescale	Budget	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	Ongoing	Parental Involvement Budget	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. 	Diane Cherry	Ongoing	Parental Involvement Budget	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	Parental Involvement Budget	Education Services Management Team

ACTION PLAN: SERVICE MANAGEMENT PRIORITIES

PRIORITY: SCOTTISH GOVERNMENT PRIORITIES

Key Development	Lead Officer	Timescale	Budget	Monitoring
<ul style="list-style-type: none"> Primary (P1) Class Sizes to comply with new legislation 	Gary Greenhorn	Aug 2011	Schools Core Budget	ESMT/Education Committee
<ul style="list-style-type: none"> Maintaining Teacher Numbers to meet Government funding conditions for teachers 	Gary Greenhorn	Ongoing	Schools Core Budget	ESMT/Education Committee

PRIORITY: PROPERTY PRIORITIES

Key Development	Lead Officer	Timescale	Budget	Monitoring
<ul style="list-style-type: none"> Early Years Amalgamations 	Alan Livingstone / Eileen Hutton	Ongoing	Existing Capital / Early Years Revenue Funds	ESMT / Education Committee
<ul style="list-style-type: none"> New RC Primary School (Antonshill) 	Gary Greenhorn / Alan Livingstone	Aug 2012	£8m Capital Funding & SFT Joint Funding	ESMT / SFT / Scottish Government / Education
<ul style="list-style-type: none"> Capital Programme 2011/12 – 2013/14 	Alan Livingstone	Mar 2014	Capital Programme	ESMT / Capital Programme Review Group

PRIORITY: SCHOOL CAPACITY / DEMOGRAPHIC CHANGES

Key Development	Lead Officer	Timescale	Budget	Monitoring
<ul style="list-style-type: none"> Early Years / Primary Capacity Review 	Richard Teed	Oct 2011	N/A	ESMT/Education Committee
<ul style="list-style-type: none"> Admissions and Reserved Places Policy Review 	Richard Teed	Oct 2011	N/A	ESMT/Education Committee

PRIORITY: WORKFORCE PLANNING STRATEGY

Key Development	Lead Officer	Timescale	Budget	Monitoring
<ul style="list-style-type: none"> Develop and implement a sustainable workforce planning strategy for teachers and other employees 	Kenny McNeill	May 2012	Existing Staffing Budgets	ESMT
<ul style="list-style-type: none"> Implementation of changes arising from the National Review of Teachers Employment in Scotland (McCormac) 	Gary Greenhorn	Ongoing	Existing Staffing Budgets	ESMT, Unions, National Bodies

PRIORITY: ICT INFRASTRUCTURE IMPROVEMENTS

Key Development	Lead Officer	Timescale	Budget	Monitoring
<ul style="list-style-type: none"> Broadband / Wireless / SEEMIS Development 	Roy Robotham	Ongoing	Existing Budgets	ESMT / ICT Strategy Group

PRIORITY: FINANCIAL GOVERNANCE AND RISK ASSESSMENT

Key Development	Lead Officer	Timescale	Budget	Monitoring
<ul style="list-style-type: none"> 2011/2012 Budget Planning to finalise corporate staff saving targets 2012/2013 Budget Planning 	Gary Greenhorn	Ongoing	Revenue Budget	ESMT / Corporate Management Team

PRIORITY: GAELIC STRATEGY

Key Development	Lead Officer	Timescale	Budget	Monitoring
<ul style="list-style-type: none"> Develop a Gaelic Strategy which enables the service to meet its statutory obligations. 	Anne Hutchison	Oct 2011	Core Service Management Provision	Education Services Management Team

PRIORITY: QUALITY IMPROVEMENT FRAMEWORK (VSE)

Key Development	Lead Officer	Timescale	Budget	Monitoring
Implement the agreed findings of the VSE task groups <ul style="list-style-type: none">• Quality Assurance• Workforce Development• Systems and Processes	Nigel Fletcher	Ongoing	Core Service Management Provision	Education Services Management Team

6 GOALS AND VALUES OF THE COUNCIL

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.

The council's local improvement priorities are:

Maintaining and developing further a thriving, sustainable and vibrant economy

- Our area will be recognised as having a culture and ethos of aspiration and ambition
- The wealth and prosperity of our area will increase
- Our workforce will be highly skilled
- The quality of our infrastructure will help promote the growth of the local economy

Continually improving the health, safety and wellbeing of our citizens and communities

- Our citizens will be supported to make positive health choices and lifestyles in order that they can live longer
- People will have equitable access to local health, support and care
- Our citizens and communities will be encouraged to take responsibility for their own health and well being
- Our citizens will be protected

Our efforts to tackle disadvantage and discrimination will increase

- Our citizens continue to access critical services that meet their needs
- Our housing continues to meet the needs of people who live and may wish to live in our area
- Vulnerable children will be protected
- Disadvantaged communities will benefit from better services

Our environment will be enhanced and sustained making it an area in which people want to live, work and visit

- We will be greener
- We will improve the built environment
- Our open spaces will be attractive, accessible and safe
- Our profile will reflect our area as a destination of choice

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.

Risk Category	Potential Outcomes	Potential Consequences	Controls	Review Mechanism
Demographic Pressures	Continuing house building and increasing population	Places severe pressure on some of our schools' capacities	<ul style="list-style-type: none"> * A new RC primary school is being built * Undertake a review of RC catchment areas in particular 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
Scottish Government Key Targets	A reduction in class sizes in P1 to P3 to 25 pupils	An enormous financial and physical challenge to accommodate and staff the resulting additional classes	<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 an agreement from members on how to prioritise schools 	We have and will continue to make the Government aware of the challenges Falkirk faces with meeting this target while our population continues to rise
Residential Care Provision	The growth in numbers of Looked After Children has increased the number of young people requiring education and care in residential schools	The provision for these children is largely outwith the Falkirk area and is therefore costly to provide	<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.
Health & Safety – Flu Pandemic	The majority of our staff work in a school based environment where there is increased exposure to any infection	Many of our staff could fall ill seriously affecting our ability to maintain service delivery	<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 Business Continuity Plan to take account of any changes
Inflation	With the rise in oil prices, the cost of goods and energy will continue to rise.	As a key front line service provider, we cannot cut back in the provision of some of our core services	<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.

8 PERFORMANCE TARGETS, MEASURES AND REPORTING ANNUAL PLAN

The quality assurance processes of the Scottish education system have been based on self-evaluation since HMIE published their quality indicators in the early 1990s in 'How Good is our School?' Schools and education authorities use these criteria to monitor and evaluate quality and progress. Community Education follows a similar process using the quality assurance framework 'How Good is our Community Learning and Development 2'.

The Standards in Scotland's Schools, etc Act (2000), introduced a requirement for education authorities to use similar criteria for self-evaluation, and thereafter, by HMIE for INEA inspections. These quality indicators were called 'Quality Management in Education 2'.

The quality assurance cycle entails self-evaluation using the relevant quality indicators, the establishment of areas of strength and areas for development and the development of action plans for continuous improvement. For schools, these are the School Improvement Plans; for Education Services, they are Local Improvement Priorities that are then encapsulated in this Service Improvement Plan which is structured according to the Council's Corporate Plan goals. For Community Education, actions are embedded in the Community Services' Service Plan, Unit Plan and Team Plans. Learning Communities also have improvement plans that detail priorities for CLD.

In addition to this cycle of quality assurance and service improvement, the Concordat has provided a range of priority actions agreed in the Single Outcome Agreement.

Current Practice

Prior to the second INEA inspection of December 2006, Education Services moved to a three year programme of self-evaluation: and in-depth evaluation followed by a lighter touch in the following two years. This formed the basis of the self-evaluation document presented to HMIE in 2006 and led to the next round of service planning via the Local Improvement Priorities.

Both the self-evaluation process and the accuracy of its findings were favourably commented on in the INEA report and contributed to the positive evaluations made by the HMIE in the sections on 'Capacity for Improvement'.

The summer of 2009 saw the second round of in-depth self-evaluation. This has entailed surveys of:

- headteachers/managers
- school staff - teaching and non-teaching
- centre staff
- pupils - annual rolling programme by double clusters
- parents - annual rolling programme by double clusters

In addition, focus groups of centre staff and headteachers have undertaken detailed, in-depth review of service areas against Quality Management in Education 2 quality indicators.

The processes outlined above provide a large body of data and information about the quality of service provided by Education Services. This in turn provides evidence for our evaluation and for further in-depth scrutiny during the Validated Self-Evaluation process.

Community Education has had four HMle Inspections of Learning Communities since November 2008 - the learning community around Graeme High School in 2008, Braes High School in August 2009 and Grangemouth High School in January 2010 and Denny High School February 2011. Given that this is a new framework and led through the auspices of the Community Learning and Development Partnership, there has been a strong focus over the last 18 months on improving planning processes around learning communities. A programme of self-evaluation has been developed across Community Learning and Development partners in response to the new framework and this has resulted in an improving trend of quality improvement indicators.

During the second inspection, of the Braes High School Learning Community, the HMle inspectors decided to disengage with the inspection process on the third of the five allocated days. This was based on a view that the CLD Service understood itself very well and understood where improvements were required. The CLD Service and its partners have continued to embed the learning from these inspections.

Self-evaluation processes are now within the remit of the Head of Educational Planning and Resources and may become more focused on resource issues as well as outcomes for children. The corporate decision to pilot the use of the Public Service Improvement Framework (PSIF) will also impact on the process we follow when we next undergo in-depth self-evaluation in 2012. It is likely that we will be able to call upon the support of facilitators and critical friends in other services. The move to a proportionate VSE model of support and challenge visits to schools will also have an impact on service planning processes and the way we conduct self-evaluation.

SELF-EVALUATION SURVEY RESULTS - October 2010

Every year Education Services conducts a questionnaire based self-evaluation survey of key stakeholders - school based staff, pupils and parents. Two different school clusters are targeted every year in rotation so that each school cluster has an opportunity to respond to the survey every 4 years.

In October 2010 St Mungo's School cluster and Bo'ness School cluster were surveyed. The headline results from these surveys are shown below. These results are fed into our planning processes and have an impact in setting the Local Improvement Priorities for the service.

St Mungo's and Bo'ness Clusters - Staff, Parents and Pupils

Key to Terminology

All	100%
Almost all	90%-99%
Most	75-89%
Majority	50%-74%
Minority	25%-49%
Significant minority	0%-24%

1. SUMMARY OF KEY RESULTS - STAFF (TEACHING AND SUPPORT STAFF)

The staff identified the following strengths:

- Most staff agreed that they had an annual Professional Review Development meeting with their line manager and that the school's PRD process supports their professional development.
- Almost all teaching staff agreed that a range of CPD opportunities were available.
- Most staff agreed that their contribution to the school was valued.
- Most teaching staff agreed that there are good leadership opportunities available to them.
- Most teaching and support staff agreed that they were satisfied with the quality of leadership and management demonstrated by the headteacher and/or senior management team in their school.
- Almost all teaching and support staff agreed that they have had Child Protection training and were now clear about their role.
- Almost all teaching and support staff agreed that pupils are generally well behaved in their school.
- Most teaching staff and support staff agreed that their school had effective arrangements for managing pupil behaviour.
- Most teaching staff agreed that they are given the opportunity to discuss the implications of policies/strategies when they are introduced.
- Most staff agreed that there are clear lines of communication in the school.
- Almost all teaching and support staff agreed that staff in the school demonstrate a commitment to continuous improvement.

The following areas were identified for improvement:

- A significant minority of support staff disagreed that there was a range of CPD opportunities available to them.
- A significant minority of support staff disagreed that there are good leadership opportunities available to them.
- A significant minority of support staff disagreed that they were given the opportunity to contribute to the development of the School Improvement Plan.
- A significant minority of staff disagreed that they had opportunities to be involved in decision making processes in the school.

2. SUMMARY OF KEY RESULTS - PARENTS

Parents identified the following strengths:

- Almost all parents responded very favourably to every statement regarding the learning environment in schools.
- Most parents responded very favourably to every statement regarding pastoral support in schools.
- Almost all parents agreed that staff are courteous and helpful and make them feel welcome in the school, and also most agreed that any questions they have are answered quickly by school staff.
- Most parents agreed that their child has opportunities to take part in activities outside the classroom.
- Most parents agreed that they are kept informed of the work of the Parent Council and/or Parents Association.

- Most parents agreed that their child gets about the right amount of homework.
- Most parents responded very favourably to every question regarding communication with the school.
- Most parents agreed that pupils were generally well behaved in the school or nursery, and almost eight out of ten agreed that the school/nursery had effective arrangements for managing pupil behaviour.
- A majority responded favourably to every question regarding parental contact with Education Services.

The parents identified the following as an area for improvement:

- One in ten parents disagreed that teachers/officers let them know ways to continue their child's learning at home. (One in ten parents did not know.)
- One out of four parents did not know if there were good facilities in the school/nursery for parents.
- Areas with significant numbers of parents responding 'don't know' were - how consultation allows parents to influence aims and plans for education, whether the council's Education Services has a good reputation and whether parents get speedy responses to complaints and enquiries.

3. SUMMARY OF KEY RESULTS - PUPILS (SECONDARY AND PRIMARY P4-P7)

Pupils identified the following strengths:

- Almost all primary and secondary school pupils enjoyed being at school, enjoyed what they learned at school and felt safe and well looked after in school.
- Almost all primary pupils agreed that they were treated fairly in school.
- Almost all primary pupils responded very favourably to every question regarding contact with teachers.
- Most or almost all secondary pupils responded very positively to most of the statements regarding contact with teachers.
- Almost all primary pupils responded very favourably to most questions regarding pastoral support in schools.
- Most secondary pupils responded favourably to most questions regarding pastoral support in schools.
- Almost all primary and secondary pupils agreed that they get on well with other pupils.
- Almost all primary and most secondary pupils agreed that they have a say in deciding how to improve the school.
- Most primary and secondary pupils agreed that they get about the right amount of homework and almost all agreed that teachers check it.

Pupils identified the following as areas for improvement:

- Three out of ten secondary pupils disagreed that they were treated fairly in school.
- One out of five secondary pupils disagreed that staff in school were good at dealing with bullies.
- A majority of primary and secondary pupils agreed that the behaviour of pupils in school was good but commented that it could be better.

4. SERVICE EVALUATION

As a result of its self-evaluation processes, Education Services evaluated itself against the quality indicators of Quality Management in Education 2.

The six point scale for self-evaluation, based on evidence for each of the Quality Indicators (QIs) is as follows:

QI	Indicator	2006 Score	2009 Score	2010 Score
1.1	Improvements in performance	4	5	5
1.2	Fulfilment of statutory duties	4	5	5
2.1	Impact on learners	4	4	5
2.2	Impact on parents/carers and families	4	5	5
3.1	Impact on staff	4	4	4
4.1	Impact on the local community	4	4	4
4.2	Impact on the wider community	4	4	4
5.1	Delivering education services	4	4	4
5.2	Inclusion, equality and fairness	4	4	4
5.3	Improving the quality of services and establishments	4	5	5
6.1	Policy review and development	4	4	5
6.2	Participation of learners and other stakeholders	4	5	5
6.3	Operational planning	3	4	4
7.1	Sufficiency, recruitment and retention	4	4	4
7.2	Deployment and teamwork	4	4	5
7.3	Development and support	4	4	4
8.1	Partnership working	4	4	5
8.2	Financial management	4	4	4
8.3	Resource management	4	4	4
8.4	Information systems	3	4	5
9.1	Vision, values and aims	4	4	5
9.2	Leadership and direction	3	4	5
9.3	Developing people and partnerships	4	4	5
9.4	Leadership of change and improvement	4	4	5
10	Capacity for improvement	4	4	5

The 'Six Point Scale' for Key Area Evaluation

- 6 (EXCELLENT)
Outstanding standard that exemplifies the very best practice. Implies high levels of performance will be maintained.
- 5 (VERY GOOD)
High standards of provision that should be achievable by all. Appropriate to continue without significant adjustment.
- 4 (GOOD)
The strengths have a significant positive impact, but improvement is still required.
- 3 (ADEQUATE)
Strengths have a positive impact, but the weaknesses constrain the overall quality of service and require to be addressed.
- 2 (WEAK)
May be strengths but the important weaknesses substantially diminish quality of service provided. Planned and structured action required.
- 1 (UNSATISFACTORY)
Major weaknesses require immediate remedial action

5. VALIDATED SELF EVALUATION

Introduction

- 5.1 Validated Self Evaluation (VSE) is a process which aims to support and challenge the work within schools and education authorities to improve the quality of provision and outcomes for learners. It recognises that self-evaluation is increasingly well embedded across the Scottish educational landscape and that high quality self-evaluation can lead to continuous improvement for learners and the achievement of excellence in practice and provision.

VSE acknowledges that the responsibility for improving services and outcomes lies with the self-evaluator. The role of the validator is to support, extend and challenge the self-evaluation at both school and service levels, and so affirm (or otherwise) and strengthen outcomes for learners. VSE now provides the context in which the Service's quality improvement and quality assurance systems operate. At its heart lies the gathering of evidence and its interpretation: an ongoing process of evaluation, validation and improvement planning.

- 5.2 A number of key principles form the basis of the Education Services' Quality Assurance Cycle:

- The starting point for quality improvement in schools and for service support teams remains self-evaluation. The main activity for those engaged in quality improvement at all levels is VSE;
- This approach to quality improvement applies to all school sectors and all teams at the centre;
- Engagement with schools is on a proportionate basis depending on the outcomes of VSE: for those schools whose performance is validated as effective, there will be a programme of engagements based on a 3 year cycle of development to ensure continuous improvement; for those schools where there are concerns, there will be an agreed programme of staged intervention involving enhanced support and challenge;
- The involvement of peer staff, including headteachers and Associate Assessors, in cross-school and cross-sector evaluation processes will be maintained and enhanced.

- 5.3 In 2010 we requested that HM Inspectorate of Education (HMIE) work alongside the Council to undertake a vVSE. Throughout the VSE, Council staff worked alongside HMIE Inspectors. This joint report includes HMIE's assessment of the rigour of Falkirk's self-evaluation process. It describes how the VSE will continue to the ongoing self-evaluation of Falkirk Education Services and provides a summary of the agreed key strengths and future actions.

The aims, nature and scope of the VSE process are described in the [HMIE website](#).

- 5.4 [The context of self-evaluation in Falkirk Council](#)

HMIE joined Falkirk Council to carry out the VSE in the second year of the authority's planned three year self-evaluation programme. As a regular part of HMIE's support and challenge role, the District Inspector (DI) had worked closely with Education Services to assist them in continuous improvement, particularly in the development of

a new quality improvement framework for schools. The VSE was therefore embedded within our existing programme of improvement planning and in our work with the DI.

Prior to HMle engagement, Education Services had already carried out a comprehensive self-evaluation using Quality Management in Education 2 (QMIE2). The three year evaluation programme had started with an extensive and systematic stakeholder consultation to evaluate the services provided by Education Services. A wide range of stakeholders contributed to the evaluation and this was used to identify key areas of strength and areas for further development. In addition to the information obtained from stakeholders, Education Services used other sources of data to help inform future improvement priorities. For example, we used information from audit reports, HMle inspection reports, benchmarking with other authorities and national and comparator statistical information in relation to attainment. From this rich source of information we identified priority areas for further improvement. Implementation Task Groups were then established to take forward five priority areas:

1. Enterprise, More Choices More Chances (MCMC) and 16+ (Task Group 1)
2. Strategic implementation of *Curriculum for Excellence* (Task Group 2)
3. Outcomes for Looked After Children (LAC) (Task Group 3)
4. Evaluation of the Parent Strategy (Task Group 4)
5. Reconfiguration of the Quality Improvement Framework (Task Group 5)

5.5 The process of validated self-evaluation in Falkirk Council

During the VSE, HMle joined the Implementation Task Groups in their planned activities which were designed to help them take forward their areas for improvement. This involved, for example, joining meetings with relevant partner agencies, meeting with stakeholders to evaluate the impact of a strategy, engaging with other officers of the Council and Education Services to plan next steps in the development of policy and practice, and contributing to focus groups. During these activities, HMle engaged in discussions with officers and stakeholders and modelled the type of questions and analysis which are necessary to enhance the quality and interpretation of information obtained from the evaluation activities.

Following the first VSE week, Education Services' Management Team and HMle met to take stock of the initial findings and the progress of the VSE. The next stage included a smaller HMle team who worked alongside senior officers and the lead officers of the Implementation Task Groups to further refine the authority's self-evaluation and so improve the original task evaluations and proposals for improvement. This led to a clearer focus on outcomes for stakeholders. As a result of this joint work with HMle, the reports from the VSE will provide a framework for future Education Services performance reporting.

5.6 HMle's assessment of the quality of self-evaluation in Falkirk Council

In all of the task groups, staff were highly motivated and committed to gathering high quality information to support improvements in policy and practice. For example, Task Group 3 had available a substantial amount of performance data showing trends over time including 5-14 data, SQA tariff scores, attendance, absence, exclusions and leaver destination figures for Looked After Children.

Analysis of data included comparisons of gender, tariff scores, highest qualification gained, current status and details of the first two destinations taken after school. The data was further analysed by Looked After at Home (LAAH) groupings and Looked After away from Home (LAAFH). The group had also looked at a sample of case files to provide more qualitative information about the experiences of Looked After Children in Falkirk. HMle worked closely with all of the lead officers of the task group to ensure that the data sources were used effectively to identify key areas for improvement and to triangulate evidence from a range of sources. At times too much information was available which made it difficult to focus on the key messages. The work identified scope to improve efficiency in relation to the amount of data required to inform future improvements.

In all Task Groups, members worked well together demonstrating very good partnership and a clarity of vision. For example, the Enterprise in Education Steering Group meeting (Task Group 1) showed that members had a clear understanding of where they needed to improve services, had robust statistical and qualitative information from a wide range of initiatives and had used some of this well to inform future practice. HMle worked with the Task Groups to further improve their use of data so that they could better evidence the impact they were making on outcomes for their stakeholders. By the end of the VSE, all of the Task Groups were making better use of the very comprehensive and robust data which had been meticulously and systematically collected for self-evaluation.

The quality of questioning used by Task Group members improved over the week. There was a growing emphasis on questions which would enable the Task Groups to evaluate the impact and outcomes on stakeholders. For example, in Theme 4, parent groups, headteachers and other stakeholders were increasingly asked more probing questions about, for example, the difference the Parents' Strategy had made to their lives and what evidence they could give to demonstrate the impact.

Engagement with stakeholders and HMle enabled each of the Task Groups to develop their understanding of how their area for improvement impacted on other service providers. For example, in Implementation Task Group 2 it was recognised that greater collaboration and sharing of information between the Quality Improvement Officers and Curriculum Development Officers would help to make decision making more robust, increase its validity and improve the quality of services. This became a key action point for future engagement of these officers.

In the second stage a smaller team of HMI and an associate assessor worked closely with senior officers and task leaders to further refine their self-evaluation. This resulted in a strengthening of the evaluative statements in the reporting documents. HMle reinforced the need to make the links between the evidence gathered and the outcomes for stakeholders. These discussions resulted in lead officers revising the VSE reports for each of the Implementation Task Groups. Education Services will use the amended reports and learning which took place during the VSE to model future work within the Service and possibly with other partners in the Council.

At all times there was an openness and honesty which reinforced the high levels of motivation shown by all staff to improve services to children, young people and their families.

5.7 Summary of HMle's assessment of the quality of self-evaluation in Falkirk Council

During the VSE, Task Group members worked very well with HMle and further developed their existing partnership through planning, working and evaluating together. There was a strengthening culture of self-evaluation across the service. Staff were strongly committed to improvement through self-evaluation and this was characterised by a willingness to question their existing practice and look at ways in which to improve the robustness of evidence gathering.

Overall, the programmes and activities were well considered and provided good opportunities for the team to consider the quality and outcomes of a wide range of provision. Some activities in the themed groups were too broad and required a more focused approach. Through the VSE process, staff became increasingly aware of the range of data that was available and of the need to use this more effectively to corroborate evidence. As a result of the VSE process, Falkirk staff improved their capacity to self-evaluate in order to bring about service improvement. During professional discussion with HMle, senior officers were both reflective and self-critical, interrogating their own practice, resulting in a better understanding of where services were less effective. They welcomed and took full advantage of the independent benchmarking of quality which HMle provided. The VSE process also provided insight into how the methodology could be successfully used across other Council services such as the children's commission. This will be further progressed by senior officers. The Resources Division found the process particularly useful and will be further developing the approach.

5.8 What strengths has the validated self-evaluation identified?

Falkirk Council and HMle jointly identified the following high level strengths:

- Strong commitment of the Convener, Director and Heads of Service to continuous improvement, including the service's clear vision, values and aims, strengthened through the strategic document *Learning to Achieve*.
- Strengthening approaches to support and challenge within the service leading to improved performance, particularly for vulnerable groups.
- Strong early years provision supporting children to have the best possible start in life, and steady improvements in attainment across primary and secondary stages with improved performance in attendance, exclusions and positive destinations.
- Extensive range of cultural and sporting opportunities provided for learners.
- A wide range of positive partnerships and innovative approaches to involving children, young people and parents in policy development and review.

5.9 What is the Council's capacity for improvement?

Education Services has demonstrated its ability to secure improvements in important areas and to make significant contributions to Council and national priorities, for example, improved pupil attainment and achievement. There is evidence that our capacity to improve has strengthened in recent years and that the pace of implementing key changes has increased. Senior managers have focused on developing a culture of self-evaluation where staff at all levels have been encouraged and empowered to make decisions and adopt creative approaches to improving processes and service delivery.

VSE has been effective in further developing Falkirk's self-evaluation skills, resulting in a further refinement of plans to improve quality improvement approaches across all areas of the Service. The process has also helped the service focus more clearly on outcomes and on making even more effective use of data to achieve improved outcomes. This will provide the service with the confidence to continue to innovate, in particular, in its implementation of *Curriculum for Excellence* and to develop the VSE approach with other partners across the Council.

HMIe have confidence in Falkirk Council Education Services' capacity for further improvement.

5.10 What does the Council plan to do next?

As a result of the work undertaken within the VSE process, Falkirk Council and HMIe have agreed the following areas for further improvement:

- Building on existing systems to make even better use of data to inform and direct the improvement agenda and enhance the impact being made by the service on outcomes for learners.
- Further develop and implement the Quality Improvement Framework for schools and extend the methodology used in VSE to all services provided by Education Services and appropriate areas within the Council to continue to increase the impact of these processes.
- Through rigorous self-evaluation, continue to identify key themes for in depth scrutiny as part of a rolling programme of quality improvement.
- Further improve the implementation of Education Services' Quality Improvement Framework by creating better structures to allow more joint working across teams (for example, joint working between the quality improvement and curriculum development teams).
- Develop a strategic plan in collaboration with partners that addresses the senior phase of *Curriculum for Excellence* in a comprehensive way so as to embrace the whole 16+ agenda, More Choices, More Changes, Determined to Succeed and 'My Future's in Falkirk'.
- Redefine relationships and linkages with Community Learning and Development to ensure strong partnership working.

6. ADDITIONAL QUALITY ASSURANCE PROCESSES

The service also 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 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.

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.

PERFORMANCE STATEMENT

Council Goal 1					
Further Raising Levels of Achievement and Attainment Among Young People					
Indicator		Performance in 2007/08 – Baseline	Performance in 2009/10	Nature of Change	By 2011 we will:
1.1	% of combined P3, P4, P6 and P7 rolls meeting or exceeding the appropriate level for their stage in: Reading Writing Mathematics	85% 81% 87%	86% 82% 88%		Assessment framework will change due to introduction of Curriculum for Excellence
1.2	SQA - % of pupils receiving awards by the end of S4 5 or more awards at SCQF level 3 or better 5 or more awards at SCQF level 4 or better 5 or more awards at SCQF level 5 or better	89% 72% 33%	93% 79% 35%		Maintain
1.3	SQA - % of pupils receiving awards by the end of S5 1 or more awards at SCQF level 6 or better 3 or more awards at SCQF level 6 or better 5 or more awards at SCQF level 6 or better	37% 19% 7%	44% 25% 12%		Maintain
1.4	SQA - % of pupils receiving awards by the end of S6 3 or more awards at SCQF level 6 or better 5 or more awards at SCQF level 6 or better 1 or more awards at SCQF level 7	26% 15% 11%	31% 20% 13%		Maintain
1.5	% of P1 – P3 pupils in classes of 18 or less	n/a	12.6%	-	Increase

Council Goal 1 (continued)
Further Raising Levels of Achievement and Attainment Among Young People

Indicator		Performance in 2007/08 – Baseline	Performance in 2009/10	Nature of Change	By 2011 we will:
1.6	% of school leavers entering positive destinations	87%	84%		Increase
1.7	Average Tariff Score (SQA) of lowest attaining 20% of pupils	48	66		Increase
1.8	Level of pupil satisfaction with the curriculum: Primary pupils Secondary pupils	(2008/09) 96% 77%	96% 93%		Maintain
1.9	Level of pupil satisfaction with the quality of teaching: Primary pupils Secondary pupils	(2008/09) 96% 68%	96% 87%		Maintain
1.10	% of schools with Level 2 Health & Wellbeing accreditation	n/a	91%	-	Target 100%
1.11	Level of pupil attendance Primary Schools Secondary Schools	95.4% 90.8%	95.4% 91.3%		Increase
1.12	% of pupils with 100% attendance Primary Schools Secondary Schools	7.1% 3.4%	8.6% 6.1%		Increase
1.13	% of secondary pupils with 75% attendance or less	n/a	7.9%	-	Reduce






Council Goal 2 Further Developing A Thriving, Sustainable and Vibrant Economy					
Indicator		Performance in 2007/08 – Baseline	Performance in 2009/10	Nature of Change	By 2011 we will:
2.1	% of S4 pupils staying on to S5 (post January)	69%	78%		Maintain
Council Goal 3 Continuing To Improve The Health, Safety and Wellbeing Of Our Citizens and Communities					
Indicator		Performance in 2007/08 – Baseline	Performance in 2009/10	Nature of Change	By 2011 we will:
3.1	Number of exclusions per 1,000 pupils Primary Secondary	8 63	8 51	 	Reduce
3.2	Days lost through exclusion per 1,000 pupils Primary Secondary	25 228	22 181		Reduce
3.3	Level of satisfaction with behaviour management:: Pupils Parents/Carers Staff	56% 81% 89%	78% 88% 98%	 	Increase
3.4	Reported incidents of violence against staff by pupils (revised (simplified) reporting arrangements were introduced during session 2009/10)	97	131		Reduce

Council Goal 3 (continued)**Continuing To Improve The Health, Safety and Wellbeing Of Our Citizens and Communities**







Indicator		Performance in 2007/08 – Baseline	Performance in 2009/10	Nature of Change	By 2011 we will:
3.5	% of pupils registered for free school meals and present and taking free school meals: Primary Secondary	99% 87%	97% 87%	No change	Maintain
3.6	% of children re-registered (on CP register) having been de-registered within the last 12 months	n/a	Data to be collected	-	-
3.7	Number of CP referrals from schools	141	184	-	-
3.8	% of school based staff who have received child protection training	n/a	93%	-	Increase
3.9	% of school based staff who have received child protection training	n/a	93%	-	Increase

Council Goal 4**Increasing Our Efforts To Tackle Disadvantage And Discrimination**

Indicator		Performance in 2007/08 – Baseline	Performance in 2009/10	Nature of Change	By 2011 we will:
4.1	SQA Average Tariff Scores of children who were: Looked After At Home Looked After Away From Home	n/a n/a	54 90	- -	Increase Increase




Council Goal 4 (continued) Increasing Our Efforts To Tackle Disadvantage And Discrimination					
Indicator		Performance in 2007/08 – Baseline	Performance in 2009/10	Nature of Change	By 2011 we will:
4.2	% of Looked After Children meeting or exceeding the appropriate level for their stage in: Reading Writing Mathematics	44% 39% 51%	51% 46% 53%	 	Assessment framework will change due to introduction of Curriculum for Excellence
4.3	% of pre-school children who have access to a GTC registered teacher	92%	98%		Maintain
Council Goal 5 Enhancing And Sustaining An Environment In Which People Want To Live, Work And Visit					
Indicator		Performance in 2007/08 – Baseline	Performance in 2009/10	Nature of Change	By 2011 we will:
5.1	Level of pupil satisfaction regarding their involvement in the decision making process: Primary Secondary	92% 66%	97% 78%	 	Maintain
5.2	% of schools achieving International Education Awards	n/a	23%		Increase
5.3	% of primary & secondary schools achieving Eco School Green Flag Awards	23%	49%		Increase
5.4	% of primary & secondary schools that have a Pupil Council	100%	100%	No change	Maintain

Council Goal 5 (continued)
Enhancing And Sustaining An Environment In Which People Want To Live, Work And Visit


Indicator		Performance in 2007/08 – Baseline	Performance in 2009/10	Nature of Change	By 2011 we will:
5.5	Number of qualified young people delivering activity in Active Schools	n/a	151		Increase
5.6	Number of parents attending Annual Parent & Family Information Event	88	68		Increase
5.7	% of schools represented at Annual Parent & Family Event	39%	36%		Increase
5.8	Number of parents attending Parents Information Evenings & Parents Strategy Roadshow events	75	68		Increase
5.9	% of schools represented at Parents Information Evenings & Parents Strategy Roadshow events	44%	46%		Increase
5.10	% of schools with Parent Councils	98%	98%	No  nge	Maintain
5.11	Level of parent/carer satisfaction regarding their involvement in the decision making process	62%	65%		Increase
5.12	% of parental complaints acknowledged within the specified timescale (10 days)	100%	100%	No  nge	Maintain
5.13	Level of (teaching) staff satisfaction with the quality of leadership & management demonstrated by the Headteacher/Senior Management Team	81%	89%		Increase


Council Goal 5 (continued)

Enhancing And Sustaining An Environment In Which People Want To Live, Work And Visit

Indicator		Performance in 2007/08 – Baseline	Performance in 2009/10	Nature of Change 	By 2011 we will:
5.14	Level of (teaching) staff satisfaction with the arrangements for distributed leadership	79%	92%		Maintain
5.15	Level of (teaching) staff satisfaction with professional review and development arrangements	81%	92%		Maintain
5.16	Level of (teaching) staff satisfaction with the range of CPD opportunities available	90%	95%		Maintain

Service Management Priorities

Indicator		Performance in 2007/08 – Baseline	Performance in 2009/10	Nature of Change	By 2011 we will:
6.1	% of primary schools with an occupancy rate of: 0 - 60% 61 – 100% 101% or more	18% 78% 4%	27% 67% 6%	-	-
6.2	% of secondary schools with an occupancy rate of: 0 - 60% 61 – 100% 101% or more	0% 100% 0%	0% 100% 0%	- 	-
6.3	Number of formal complaints against Education Services	157	126		-

Service Management Priorities					
Indicator		Performance in 2007/08 – Baseline	Performance in 2009/10	Nature of Change	By 2011 we will:
6.4	Number of successful appeals relating to: Transport Placing Requests Exclusions Additional Support for Learning	0 1 1 0	0 0 1 0	n/a 	n/a
6.5	Cost of repairs due to vandalism of education establishments	£183k	£172k		Reduce
6.6	Level of absence of education staff	3.4%	3.5%	No change	Maintain

9. CONSULTATION PLAN

Task – What is the consultation for?	Community Participation? Yes / No	Who will be consulted or engaged?	How will they be consulted?	When (start and end date)	How will results be reported back?
To gather pupil and parent opinion on Education Services to inform future service plans	Yes <ul style="list-style-type: none"> • Pupil Participation • Parental Participation 	Pupils P4-S6 and all parents from schools / nurseries within Denny and Graeme clusters	Paper survey or online survey	13 th September to 14 th October 2001	Results will be reported in future service plans, Standards and Quality reports and on the Falkirk Council website
To gather Parent Council opinion on communication and consultation with Education Services	Yes <ul style="list-style-type: none"> • Parent Councils 	All Parent Councils	Paper survey, e-mailed out to them	January 2012 to March 2012	Results will be reported to ESMT / relevant staff with resulting action plan sent to Parent Councils
To gather pupil opinion on services that should be included within the new holistic drop in services for young people Continuous School Improvement (an overview of consultation and engagement by schools)	Yes <ul style="list-style-type: none"> • Pupil Participation Yes <ul style="list-style-type: none"> • Pupil Participation • Parental Participation • Partner Agencies 	Pupils S3-S6 at all Falkirk Council Schools All pupils Pupil Council (school and cluster level) All parents Parent Council	Online survey Pupil groups consulted throughout the session Pupil Council asked to develop their own improvement plan Parent focus groups Parent surveys conducted during open afternoons Improvement plan regular opinion gathering (all groups)	1 May to 31 May 2011 Throughout the year	Results reported back to the Pupil Council and shown in future service plans School Improvement Plan Standards & Quality Report School website School newsletters

10 RESOURCES

Human Resources

a) Manpower Budget

For 2011/12 Education Services has a budgeted manpower resource of:

	FTE	£m
Teachers	1,614.30	
APT & C	961.45	
Craft/Manual	<u>103.30</u>	
	2,679.05	£97.8

Staff filling the above posts will be on a mixture of permanent, temporary and casual contracts.

b) Workforce Planning Strategy

Education Services will continue to fill all frontline service vacancies as they arise. Other non-frontline service posts will be assessed as to their need before recruitment progresses. As part of the Government funding arrangements Education Services are required to allocate 52 teaching posts to be filled by probationer teachers each year. The planning for this is integral to the annual recruitment exercise which takes place in May. Plans for this are discussed and agreed with Headteachers and they take account of:

- Age retirements
- Voluntary severences
- Practioner requirements
- Subject specific needs
- Demographic changes
- Vacant posts

Financial Resources

a) Revenue Budget

For 20011/12 Falkirk Council approved a net revenue budget of £159.5M. This is broken down under the following areas of expenditure/income:

AREA	£m
Employee Expenses	97.8
Payroll Expenses	12.3
Transport Expenses	3.5
Supplies and Services	8.6
3 rd Party Providers	31.4
Transfer Payments	0.9
Support Services	9.0
Capital Charges	<u>8.0</u>
Total Expenditure	171.5
Income	<u>(12.0)</u>
NET EXPENDITURE	<u>159.5</u>

As the Government has mainstreamed almost all of the previous specific Government grants under the conditions of the concordat the only separate grant monies of any significance that we receive are:

Education Maintenance Allowances	£660K
School Fund	£455K

Education Services main sources of income (customer receipts) are:

School Meals	£2m
Childcare Fees	£737K

b) Capital Budget

Education Services' share of the current 3 year capital programme is:

2011/12	£9.4m
2012/13	£5.6m
2013/14	<u>£4.1m</u>
TOTAL	<u>£19.1m</u>

The major projects included within the above programme are:

- New primary school at Antonshill
- Extension to Westquarter Primary School
- ICT Investment in Schools

Physical Resources

a) Accommodation

Education Services currently manages:

8	Nurseries
49	Primary Schools
8	Secondary Schools
<u>5</u>	Special Schools/Day Units
<u>70</u>	

In addition the Service manages two properties, Sealock House, Grangemouth and Camelon Education Centre, which form both our headquarters and training and exhibition facilities.

b) Plant and Equipment

The schools own and operate a number of minibuses which are managed by them under the guidance of the Council's Fleet Vehicle Policy.

ICT equipment forms the major part of all the service's equipment, with the majority of this equipment being located in schools. Our school ICT asset base consists of 4,750 internet enabled devices.

c) Investment and Replacement Strategies

ICT Equipment: Schools curricular equipment is planned to be replaced every 4 years, subject to resources being available. The current £1.4M in the 3 year Capital Programme allows the Service to strategically manage and plan this under a “refresh” programme.

- In addition to the “refresh” programme the Service has also invested in measures that improve the efficiency of our ICT asset base. For example, all primary schools PCs now use the Windows 7 operating system.
- Further tests are planned to develop the use of wireless technology across our school estate. These enhancements will offer schools greater flexibility in the way in which they deliver Curriculum for Excellence within schools.
- The Service is also undertaking a programme of standardisation of all Secondary school servers to improve efficiency and service delivery.

Broadband Infrastructure: the Service has an ambitious 4 year plan to roll out/develop infrastructure improvements to ensure that all schools have broadband access at a minimum of 10mb or 100mb line capacity

Information Resources

a) Corporate Systems

The Service relies heavily on the use of several main corporate systems:

Integra	Financial Management
Resource Link	Payroll and Staff Resources Management
Customer First	Customer Enquiries, complaints and Freedom of Information requests.s

b) Local Systems

(i) SEEMIS

The Service’s main management information system is SEEMIS. Introduced in 2009, SEEMIS continues to be developed to provide Education Services with a single system which covers all the service and schools management information requirements. Although some schools have additional software, it is planned to “phase” out peripheral software/systems as SEEMIS continues to develop modules which will have the same or better functionality.

As Falkirk Council is a member of the SEEMIS group we have a chance to influence pace and change and develop and enhance existing modules within the system to provide a better and more integrated approach to the way in which we use, analyse and store school information and data.

(ii) GLOW

The Scottish Government have implemented a safe and secure wider area network for all pupils, staff and schools across Scotland. This network is called GLOW.

GLOW offers a fresh and innovative approach to supporting learning and teaching within schools and it underpins the key element of Curriculum for Excellence. Within Falkirk Council we have set up 27,000 user accounts

11. STAKEHOLDERS The Service has a number of stakeholders as follows:

Stakeholder	Principal Expectations	Impact on Service Planning	Interests. Risks, Expectations	Recommendations	Priority
All Parents (especially, but not exclusively, representatives on Parent Councils, Parents 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. 	Direct impact through the opinion survey results. Direct impact on the school improvement plan (Parent Councils). Direct impact on Education Policy (Education Committee).	They are especially interested in the role they play in contributing to the actions in the school improvement plan which has a direct impact on their own child(ren).	They continue to be surveyed for their opinion. Head teachers support their involvement through discussions of the school improvement plan and other school plans.	High
All Pupils (especially, but not exclusively, representatives on Pupil Councils, 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. 	Direct impact through the opinion survey results. Direct impact on the school improvement plan (Pupil Councils). Direct impact on Education Policy (Education Committee). Direct impact on other school plans (Eco School Committee).	They are especially interested in issues that impact on their learning and have an effect on their own school.	They continue to be surveyed for their opinion. Head teachers support their involvement through discussions of the school improvement plan and other school plans.	High
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 centrally	<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. 	Direct impact through the opinion survey results. Direct impact through discussions and contribution to the actions in plans. They have a major involvement in the creation of the service plan or school improvement plan and are responsible for delivering the priorities identified in it.	They will suggest and agree the priorities included in the service plan or school improvement plan.	They are surveyed for their opinion. Opinion survey results are further discussed in schools, at head teachers meetings, SSIP, EYPIP, consensus meetings, senior staff group meetings, ESMT and the strategic Self Evaluation Group.	High

based support staff)					
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 on the development of future services. • Advocates for constituents. 	They have a direct impact on the creation of the service plan and they are consulted on the Local Improvement Priorities.	They agree the priorities included in the service plan and ensure resources are available to deliver those priorities.	They are consulted on the Local Improvement Priorities and the service budget.	High
Other services within the Council (Community Services, Corporate and Neighbourhood Services, Governance, 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. 	They have a direct impact on the creation of the service plan and they are consulted on the Local Improvement Priorities.	They provide services to pupils, staff and schools and work in partnership with Education Services to formulate plans and ensure quality service delivery.	They are consulted on the Local Improvement Priorities and deliver some of the actions contained in the Service Plan.	Medium
Other Public Agencies (HMIE, Forth Valley College, University of Stirling, NHS Forth Valley, Scottish Enterprise Forth Valley, Central Scotland Police, Central Scotland Fire & Rescue, Scottish Government)	<ul style="list-style-type: none"> • Partners in the delivery of service. • Partners in the delivery of policy and strategy. • Recipients of our services. • Providers of resources. 	They work with Education Services to shape service action plans and are consulted on multi agency service delivery issues and plans.	They provide services to pupils, staff and schools and work in partnership with Education Services to formulate plans and ensure quality service delivery.	They contribute to the delivery of some of the actions in the Service Plan and pool resources to ensure Best Value service delivery.	Medium
Private sector education providers and local business (including pre-school education providers, Falkirk Childcare	<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. 	They work with Education Services to shape service action plans and are consulted on multi agency service delivery issues and plans.	They provide services to pupils, staff and schools and work in partnership with Education Services to formulate plans and ensure quality service	They contribute to the delivery of some of the actions in the Service Plan and pool resources to ensure Best Value service delivery.	Medium

Partnership, Class 98, NPDO Project Partners, Jobcentre Plus, Careers Scotland)			delivery.		
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. 	Direct impact on Education Policy (Education Committee). They work with Education Services to shape service delivery and are consulted on relevant plans.	They work in partnership with Education Services to formulate plans and ensure service delivery in line with multi-faith guidelines.	They contribute to the delivery of some of the actions in the Service Plan and work with the service representing the faith community.	Medium
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. 	Direct impact on Education Policy (Education Committee). They work with Education Services to shape service delivery and are consulted on service plans.	They work in partnership with Education Services to formulate plans and ensure quality service delivery.	They contribute to the delivery of some of the actions in the Service Plan and work with the service representing their sector / organisation.	Medium

12. EFFICIENCY STATEMENT

Education Services made £1,290m of budget cuts in the 2011-12 budget planning process.

Areas of Budget Reduction

A	Area of Budget Reduction 2011-12	Amount £000s	Cashable Efficiency Gains		Other Savings
			More for Less £000s	Same for Less £000s	Less for Less £000s
1	<u>Schools Budgets</u>				
	Reduction In Management Time in Schools	288	0	288	0
	Schools Per-Capita	75	0	0	75
2	<u>National Targets/Initiatives/Central Budgets</u>				
	Additional Free School Meals P1's	80	0	0	80
	Protect Teacher Numbers	210	0	210	0
	Voluntary Sector Payments	65	0	0	65
3	<u>Operational Savings</u>				
	Shared HTs in Primary Schools	68	0	68	0
	School Management Mergers	31	0	31	0
	Relocation of Greenpark Nursery Annex	24	0	24	0
	Teachers CPD & Staff Training	20	0	20	0
	General Operational Efficiencies	94	0	51	43
	Property Maintenance	50	0	0	50
	HQ Staffing/Administration	150	0	0	150
	Sub –total	1,155	0	692	463
4	<u>Income Generation/Price Increases</u>	135			
	Total Budget Reductions Made	1,290			

APPENDIX A – SERVICE STRUCTURE

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

