

SERVICES TO PEOPLE



CLACKMANNANSHIRE COUNCIL

Statement of Education Improvement Objectives

(abstracted from the overall Services to People
Service Plan for 2006-2009)

DEVELOPMENT AND IMPROVEMENT**Schools**

TARGET OUTCOME 1		To implement 'A Curriculum for Excellence (ACE)'				
Ref.	3 Year Target	CP ref	Partners	Target 2006/07	Target 2007/08	Target 2008/09
1.1	Continue to employ curriculum flexibility to address the needs of young people	1.1 1.2 1.7 1.8	Schools, pupils, parents, the community, HMIE and other external agencies	The ways in which pupils in S2 to S4 are given access to Standard Grade and/or equivalent courses are extended AND pupils' opportunities to study vocational courses are increased; the pupils achieve a > 90% success rate in their vocational courses AND pupils' opportunities to follow personal development programmes, eg ASDAN, are increased; the pupils taking these courses achieve >90% success rate in these courses	Opportunities are extended and levels of success within them are maintained at >90%	Opportunities are extended still further and levels of success within them are maintained at >90%
1.2	Increase young people's opportunities to become involved in enterprise education activities through, for example, the establishment of a 'team'	1.1 1.2 1.7 1.8	Schools, pupils, parents, the community, HMIE and other external agencies	There is a wide range of enterprise activities available to all young people available through the implementation of the authority's Education for	The range and scale of enterprise activity in schools increases and audit, inspections, reports and pupil surveys continue to indicate that	The range and scale of enterprise activity in schools increases and audit, inspections, reports and pupil surveys continue to indicate that

	of teachers dedicated to the promotion of enterprise in primary schools			Enterprise/Determined to Succeed Action Plan AND almost all pupils participate in at least one quality enterprise activity each session AND Audit, inspections, reports, and pupil surveys indicate that enterprise activities are having a positive impact on young people	they are having a positive impact on young people	they are having a positive impact on young people
1.3	Increase young people's opportunities to become involved in activities promoting personal and social development, citizenship	1.1 1.2 1.7 1.8 2.3	Schools, pupils, parents, the community, HMIE and other external agencies	All schools have effective pupil councils and other ways of giving pupils a voice in the life and work of their schools; all schools operate programmes of activity which promote citizenship including involvement in the Eco Schools Programme AND audit, inspections, reports, and pupil surveys indicate that schools make a positive contribution to the personal and social development of young people	The range and scale of citizenship activity in schools increases and audit, inspections, reports and pupil surveys continue to indicate that they are having a positive impact on young people	The range and scale of citizenship activity in schools increases and audit, inspections, reports and pupil surveys continue to indicate that they are having a positive impact on young people
1.4	Continue to promote health and well-being of young people	2.3 2.9	Schools, pupils, parents, the community, HMIE and	Implement the authority's 'Hungry for Success' Action Plan by, for	School meal up-take continues to rise from 2004/2005 baseline	School meal up-take continues to rise from 2004/2005 baseline

			other external agencies	example, improving the quality of school meals leading to increased up-take of school meals AND all schools have at least the lowest level of accreditation as a Health Promoting School by the end of June 2007	AND at least 30% of schools will have the highest level of accreditation as a Health Promoting School by end-June 2008 AND audit, inspections, reports, and pupil surveys indicate that school are making a positive contribution to developing the health and well-being of young people	AND at least 50% OF schools will have accreditation as a Health Promoting School by end-June 200 AND audit, inspections, reports, and pupil surveys indicate that school are making a positive contribution to developing the health and well-being of young people
1.5	Increase young people's access to sporting and cultural activities	2.3 2.9 1.3	Schools, pupils, parents, the community, HMIE and other external agencies	All pupils in primary and secondary schools experience at least >100 minutes per week of a 'quality experience of taught PE' AND all pupils in primary schools and the first two years of secondary school experience at least 100 minutes per week of a 'quality experience of the expressive arts' including, for example, involvement in the Youth Music Initiative and its related activities	Base levels of engagement in PE and the arts are maintained AND at least 60% of pupils are engaged in such activity at least once a week outwith school	Base levels of engagement in PE and the arts are maintained AND at least 85% of pupils are engaged in such activity at least once a week outwith school

TARGET OUTCOME 2		To raise attainment				
Ref.	3 Year Target	CP ref	Partners	Target 2006/07	Target 2007/08	Target 2008/09
2.1	Continue to raise standards of attainment in reading, writing and mathematics in primary schools	1.2 1.7	Schools, pupils, parents and the community	% of pupils attaining national standards in reading, writing and mathematics will rise by 2-3% from the 2005/2006 baseline	% of pupils attaining national standards in reading, writing and mathematics will rise by 2-3% from the 2006/2007 baseline	% of pupils attaining national standards in reading, writing and mathematics will rise by 2-3% from the 2007/2008 baseline
2.2	Continue to raise standards of attainment in reading, writing and mathematics in S1/S2	1.2 1.7	Schools, pupils, parents and the community	% of pupils attaining national standards by the end of S2 in reading will be >60% from 206/2007 onwards AND % of pupils attaining national standards by the end of S2 in writing will be greater than 55% from 2006/2007 onwards AND % of pupils attaining national standards by the end of S2 in mathematics will be greater than 65%from 2006/2007 onwards	Levels of attainment in reading writing and mathematics will rise by an average of 3-5% on the 2006/2007 baseline	Levels of attainment in reading writing and mathematics will rise by an average of 3-5% on the 2007/2008 baseline
2.3	Raise the overall levels of attainment of pupils at the end of S4	1.2 1.7	Schools, pupils, parents and the community	% of pupils attaining 5+ awards at Level 3 or better will increase by 6-7% to > 90% by 2007 AND % of pupils attaining 5+ awards at Level 4 or better will increase by 5%	Levels of attainment will rise by an average of 3-4% on the 2006/2007 baseline	Levels of attainment will rise by an average of 3-4% on the 2007/2008 baseline

				to > 75% by 2007 AND % of pupils attaining 5+ awards at Level 5 or better will increase by 4% to > 35% by 2007		
2.4	Raise the attainment of the lowest performing 20% of pupils at the end of S4	1.2 1.7	Schools, pupils, parents and the community	Average tariff score of the lowest performing 20% increases by 8 points in each of the next 3 years	Average tariff score of the lowest performing 20% will be 54 at the end of 2007/2008	Average tariff score of the lowest performing 20% will be 62 at the end of 2008/2009
2.5	Raise overall levels of attainment of pupils at the end of S5	1.2 1.7	Schools, pupils, parents and the community	% of pupils attaining 3+ awards at Level 6 or better will increase by 4% by 2007 AND % of pupils attaining 5+ awards at Level 6 or better will increase by 2% by 2007	Levels of attainment will rise by a further 2% on the 2006/2007 baseline	Levels of attainment will rise by a further 2% on the 2007/20078 baseline
2.6	Raise overall levels of attainment of pupil at the end of S6	1.2 1.7	Schools, pupils, parents and the community	% of pupils attaining 1+ awards at Level 6 or better will increase by 6% by 2007 AND % of pupils attaining 3+ awards at Level 6 or better will increase by 6% by 2007 AND % of pupils attaining 5+ awards at Level 6 or better will increase by 25% by 2007	Levels of attainment will rise by a further 2% on the 2006/2007 baseline	Levels of attainment will rise by a further 2% on the 2007/20078 baseline
2.7	Develop further pupils' employability skills	1.2 1.7 1.8	Schools, pupils, parents and the community	Local and other employers report high levels of satisfaction with	As for 2006/2007	As for 2007/2008

				<p>the skills of job applicants and employees recently attending school</p> <p>AND</p> <p>The numbers of young people leaving school and becoming part of the NEET group is always less than 5%</p> <p>AND</p> <p>At least 90% of pupils report themselves as having well-developed core/employability skills; they are confident and optimistic</p>		
2.8	Raise the overall levels of achievement and attainment of LAC, other vulnerable young people and children from black and ethnic minorities	1.2 1.7	Schools, pupils, parents and the community	<p>Educational and other progress of LAC and other groups is tracked, monitored and reported on; appropriate interventions are undertaken</p> <p>AND</p> <p>All LAC attain at least an SCQF Level 3 award in English and Mathematics at the end of S4</p> <p>AND</p> <p>The attainment generally, in primary and secondary schools of LAC, other vulnerable children and children from black and ethnic minorities will be at least the equivalent of the average of their peers</p>	As for 2006/2007	As for 2007/2008

2.9	Develop further pupils' problem-solving and thinking skills	1.2 1.7	Schools, pupils, parents and the community	The use of questioning and other techniques associated with the AifL Programme has been widely adopted in our schools: this work will be complemented by the use of P4C, Case and related programmes AND All pupils in P6 to S1, inclusive will have the opportunity to engage in at least 4 constructivist/challenge events each school session from 2006/2007 onwards	As for 2006/2007	All staff will have received significant, practical training in the use of co-operative learning techniques by the end of session 2008/2009; these techniques will be widely used in our schools
2.10	Raise standards of attainment of pupils with ASN	1.2 1.7	Schools, pupils, parents and the community	Pupils with ASN have access to a wide range of appropriate course, units, etc AND Pupils' achievement/attainments at least match national standards AND Inspection and other audits indicate courses well-matched to pupils' needs	As for 2006/2007	As for 2007/2008

TARGET OUTCOME 3		Create conditions conducive to learning				
Ref.	3 Year Target	CP ref	Partners	Target 2006/07	Target 2007/08	Target 2008/09
3.1	Inclusion: Continue to implement the existing policy on inclusion	1.1	Schools, pupils, parents, the community, support services, both internal and external	All schools familiar and compliant with the policy	As for 2006/2007	As for 2007/2008
3.2	Introduce a common assessment framework in relation to pupils with ASN	1.7	Schools, pupils, parents, the community, support services, both internal and external	A common assessment framework is in operation with which staff, pupils and parents/carers express a high degree of satisfaction. AND Inspection and other audits indicate courses, activities, etc well matched to pupils' needs	As for 2006/2007	As for 2007/2008
3.3	Continue to operate a programme of staged intervention including revised policy & guidelines	1.7	Schools, pupils, parents, the community, support services, both internal and external	Inspection and other audits report the effective use of staged intervention AND Pupils involved in the staged intervention process overtake at least 80% of targets set with and for them AND Their attainments in reading, writing and mathematics make appropriate progress and matches targets set for and with pupils	As for 2006/2007	As for 2007/2008

3.4	Continue to improve support for schools learning services in schools	1.1 1.7	Schools, pupils, parents, the community, support services, both internal and external	Inspection and other audits report support for learning services as effective AND Parents report high levels of satisfaction with support for learning services AND Pupils' attainments in reading, writing and mathematics make appropriate progress and matches targets set for and with them	As for 2006/2007	As for 2007/2008
3.5	Continue to improve transition arrangements for pupils with ASN	1.1 1.7	Schools, pupils, parents, the community, support services, both internal and external	Almost all pupils are satisfied with their transition arrangements	As for 2006/2007	As for 2007/2008
3.6	Continue to improve ICT provision for and within schools	1.1 1.4	Schools, pupils, parents, the community, support services, both internal and external, ICT services both local and national	All desktop systems in schools at the start of 2001/2002 replaced by the end of 2006/2007; all schools have access to an enhanced, local education intranet and all schools have access to the SSDN and this services and have all staff trained in its use	All desktop systems in schools at the start of 2002/2003 replaced by the end of 2007/2008; all schools have access to an enhanced, local education intranet and all schools have access to the SSDN and this services and have all staff trained in its use	All desktop systems in schools at the start of 2003/2004 replaced by the end of 2008/2009; all schools have access to an enhanced, local education intranet and all schools have access to the SSDN and this services and have all staff trained in its use
3.7	Complete the introduction of SEEMIS	1.4	Schools, pupils, parents, the community, support services, both internal and external, ICT	All relevant staff are able to use SEEMIS and almost all users report high levels of satisfaction with SEEMIS	As for 2006/2007	As for 2007/2008

			services both local and national			
3.8	Establish and implement an up-dated service-wide ICT strategy	1.4	Schools, pupils, parents, the community, support services, both internal and external, ICT services both local and national	All young people have access to a wide range of activities which engage them in the use of ICT for research, presentation and other purposes; inspection and other audits indicate effective use of ICT in support of pupils' learning AND most staff and all pupils report themselves as having well-developed efficacy in the use of ICT	As for 2006/2007	As for 2007/2008
3.9	Schools continue to provide their pupils and staff with a safe working environment	1.4	Schools, pupils, parents and the community	Inspection and other audits, surveys of pupils and parents indicate that schools provide a safe environment for teaching and learning; schools have a positive ethos AND Schools make appropriate use of praise and appropriate use of sanctions, including exclusions, to create a positive working environment for pupils and staff AND All schools have clear arrangements in place for dealing with bullying; they all use buddying and similar arrangements to promote positive relationships between and amongst pupils	As for 2006/2007	As for 2007/2008
3.10	Improve attendance in primary and secondary schools	1.2 1.7	Schools, pupils, parents and the community	Primary School attendance is greater than 95% AND Secondary school attendance is greater than 92%	As for 2006/2007	As for 2007/2008

TARGET OUTCOME 4		Leading learning				
Ref.	3 Year Target	CP ref	Partners	Target 2006/07	Target 2007/08	Target 2008/09
4.1	Continue to promote the development of leadership at all levels in schools through the provision of well-designed and delivered programmes of professional development	1.1 1.2 1.7 5.1 to 5.8 (inc)	Various service providers e.g. the Hay Group, neighbouring local authorities	Transforming Learning is used by all senior promoted staff and all principal teachers in schools AND All headteachers take part in the Council's leadership development programme AND All school inspections indicate that leadership in schools is good or very good AND All schools make use of co-operative learning, its strategy and tactics, in the conduct of their affairs	Transforming Learning is used by all senior promoted staff and all principal teachers in schools AND All principal teachers take part in the Council's leadership development programme AND All school inspections indicate that leadership in schools is good or very good AND Headteachers' ratings as leaders, as measured in the Council's leadership development programme, rise in all of the programme's dimensions AND	Transforming Learning is used by all senior promoted staff and all principal teachers in schools AND All principal teachers take part in the Council's leadership development programme AND All school inspections indicate that leadership in schools is very good AND Headteachers' ratings as leaders, as measured in the Council's leadership development programme, rise in all of the programme's dimensions

					<p>Most schools make extensive use of co-operative learning in the conduct of their affairs AND Audit, external inspections and other reports indicate that the leadership and management of most schools are grounded in a collegiate ethos</p>	<p>AND Principal teachers' ratings as leaders, as measured in the Council's leadership development programme, rise in all of the programme's dimensions AND All schools make extensive use of co-operative learning in the conduct of their affairs AND Audit, external inspections and other reports indicate that the leadership and management of all schools are grounded in a collegiate ethos</p>
4.2	Continue to support the development of teaching and learning in schools through	1.1 to 1.8	Various training providers, e.g. neighbouring local authorities,	A 'team' of peripatetic teachers is set up to provide all pupils in P4-P7 with enhanced	A 'team' of peripatetic teachers continues to provide all pupils in P4-P7 with enhanced	A 'team' of peripatetic teachers continues to provide all pupils in P4-P7

	the provision of well-designed and delivered programmes of professional development	(inc)	national and international consultants	opportunities to develop problem-solving and thinking skills AND A programme of training in the use of co-operative learning is introduced; 120 training places are provided AND Audits, school inspections and evaluations provide evidence that pupils' problem-solving and thinking skills are rising	opportunities to develop problem-solving and thinking skills AND The programme of training in the use of co-operative learning is continued; a further 180 places are provided AND Audits, school inspections and evaluations provide additional evidence that pupils' problem-solving and thinking skills are rising	with enhanced opportunities to develop problem-solving and thinking skills AND The programme of training in the use of co-operative learning is continued; all teachers have been trained in the use of co-operative learning further 180 places are provided AND Audits, school inspections and evaluations continue to provide additional evidence that pupils' problem-solving and thinking skills are rising
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Underpinning all of the above objectives is the central requirement that the authority's and its schools' work is compliant with current and impending legislation.