

Community Around the School (CATS) - Clackmannanshire Family Wellbeing Partnership (FWP)

How-to Guide

This guide offers more detailed information and advice for those who may be interested in adopting or adapting the initiative in their local area.

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Title	Community Around the School (CATS)
Organisation	Clackmannanshire Family Wellbeing Partnership (FWP)
Category	Promising
Poverty Impact	Prevention., Mitigation., Reduction., Awareness.
Introduction to the approach	
<p>Established in 2022, the Community Around the School (CATS) approach involves a range of partners, supports and opportunities for young people, their families and the whole community to tackle inequality and improve health and wellbeing. Initiatives include university projects, NHS workshops, local work experience, MCR Pathways, and Planet Youth* work. There are also programmes and initiatives after school hours for families and the wider community inclusive of: Family cooking, Literacy and Food Hygiene, pottery group, singing group and literacy support for primary school children. Many have also benefited from Columba 1400 Values Based Leadership experiences – opportunities to work with others, to reflect on values, discuss what people need to flourish and what they want for their community.</p> <p>(*Planet Youth in Scotland is a community partnership approach that helps us to learn more about what is needed to keep our young people safe, happy and healthy.)</p>	

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Initial Idea

Who had the initial idea?		
Strategic Director, People, Clackmannanshire Council, & Chief Education Officer (who at that time was the Headteacher of Alloa Academy).		
How did the idea for the approach come about?		
After a discussion about how young people and their families could be better engaged in wider school life and initiatives to enhance wellbeing and capabilities.		
Were plans informed by any published reports / papers / research evidence or practice from elsewhere?		
No		
Yes		✓
Christie Commission on the Future Delivery of Public Services. Available at: https://www.gov.scot/publications/commission-future-delivery-public-services/pages/1/		
Was anyone else involved in developing the initial idea of the approach?		
No		
Yes		✓
School staff and Education Senior Manager.		
Were those with lived experience of poverty involved in developing the initial idea of the approach?		
No		
Yes		✓
Young people and parents/carers are regularly consulted about what they want and need from Clackmannanshire schools.		

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Was funding required to support the development of the initial idea of the approach?			
No		Yes	✓
Please provide details of the funding that was used to support the development of the initial idea of the approach.			
Which organisation provided funding?	Initially, a small amount of school PEF funding as well as funding gained through individual staff members – e.g. Co-op Local Community Fund.		
How much was required?	£4000.		
What was the specific source of funding? (e.g., particular grant or policy)	Initially, a small amount of school PEF funding as well as funding gained through individual staff members – e.g. Co-op Local Community Fund.		
Were specific resources – other than funding - needed when developing the initial idea of the approach?			
No		Yes	✓
Please provide details of the resources that were required when developing the initial idea of the approach.			
Staff/Volunteer Time	✓		
Facilities / Workspace	✓		
Equipment	✓		
Local Knowledge	✓		
Food and Drink	✓		



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Did any barriers have to be overcome when developing the initial idea of the approach?	
<i>No</i>	
Yes	✓
Establishing community trust.	
Did anything in particular enable development of the initial idea of the approach?	
<i>No</i>	
Yes	✓
Staff willingness to give up their own time to do things differently.	
How long did it take between having the initial idea and starting the approach?	
One month, although some of the partnerships were built up over time.	
Who made the decision to introduce the approach?	
Chief Education Officer – who was a Headteacher at the time – in discussion with staff.	

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Early Development – Pilot approach or Feasibility Study

Was there a pilot project or feasibility study?	
No	<input type="checkbox"/>
Yes, a pilot project	<input checked="" type="checkbox"/>
Yes, a feasibility study	<input type="checkbox"/>
What did the pilot study or feasibility study involve?	
Community Around the School (CATS) pilot school was Alloa Academy.	
Who was responsible for the design and/or delivery of the pilot or feasibility study?	
Janet Adam in collaboration with Colin Bruce (the HT Alloa Academy but now Clackmannanshire Chief Education Officer.)	
Were those with lived experience of poverty among those involved in the design or delivery of the pilot project or feasibility study	
No	<input type="checkbox"/>
Yes	<input checked="" type="checkbox"/>
Always – Community Around the School (CATS) was piloted in Alloa Academy.	
Was funding required to support the pilot project or feasibility study?	
No	<input type="checkbox"/>
Yes	<input checked="" type="checkbox"/>



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Please provide details of the funding that was used to support the pilot project or feasibility study.			
Which organisation provided funding?	Initially, a small amount of school PEF funding as well as funding gained through individual staff members – e.g. Co-op Local Community Fund.		
How much was required?	£4000.		
What was the specific source of funding?	Multiple and inclusive of the Co-op Local Community Fund.		
Were specific resources needed to support the pilot project or feasibility study?			
No	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>
Please provide details of the resources that were required for the pilot project or feasibility study.			
Staff/Volunteer Time	✓		
Facilities / Workspace	✓		
Equipment	✓		
Local Knowledge	✓		
Food and Drink	✓		
Was the pilot project or feasibility study evaluated?			
No	<input type="checkbox"/>		
Yes	<input checked="" type="checkbox"/>		



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Was there evidence from the pilot project or feasibility study that confirmed that it was working / it would work?	
No	
Yes	✓
Numbers attending; impact stories and statements; feedback at focus groups.	
Who made the decision to continue with the approach beyond the pilot or feasibility study?	
Strategic Director, Chief Education, and staff members.	
Was the design of the approach modified following the pilot project or feasibility study?	
No	
Yes	✓
Initiatives and programmes are frequently adapted and changed in accordance with what young people and their families tell us they want and need – e.g. an adult craft group which people asked for was not well attended so it was stopped after a 6-week trial; children wanted to join their parents/carers to cook rather than participating in the childcare provided so, this was incorporated into existing service provision.	

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Accessing the Service and Engaging with Service Users

Is there a referral process?		
	No	
	Yes	✓
Self-referral, as well as signposting through partner agencies such as, Clacks Works.		
Is referral the only way that potential clients are made aware of the approach?		
	Yes	
	No	✓
Other than referral, how do potential clients come to know about the approach?		
Social Media, word of mouth, traditional poster campaigns, and school group call.		
What is the most common way through which users typically access the service?		
Through family, friends, and school staff.		
Do you take steps to keep in touch / reach out to service users?		
	No	
	Yes	✓
All communication methods were used. Participants were also regularly involved in focus groups (several with Scottish Government including First Minister); study visits to Clackmannanshire; events with visitors from abroad (e.g. in 2024 two groups from Finland and one from Iceland); local authority events (e.g. Partnerships Fayre) and celebratory events (e.g. last year, parents/carers and young people joined local authority staff at a “Celebrating Clacks and Columba 1400” event at Scottish Parliament).		

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Working with People with Lived Experience of Poverty

Are those with lived experience of poverty involved in <u>delivering</u> the approach?		
	No	
	Yes	✓
As and when they wish to – e.g. last year, two parents were supported to run cooking classes for children during school holidays.		
Are people with lived experience of poverty involved in <u>managing</u> the approach or approach governance?		
	No	
	Yes	✓
Parents joined school staff to bid for funds in ‘The Lens event’, which funded adult learning programmes at Alloa Academy.		
Are people with lived experience of poverty involved in <u>any other aspect</u> of the approach? <i>If so, please describe below.</i>		
	No	
	Yes	✓
Frequent consultations and evaluations of the work – e.g. FWP has undergone a 10-month evaluation with Horizons Research commissioned by the Scottish Government (soon to be published).		

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Leadership, Governance and Partnership Working

Who is responsible for managing the approach?		
Janet Adam.		
Is this the only responsibility of the person managing the approach?		
	Yes	
	No	✓
Janet also manages several other aspects of FWP work.		
What proportion of the manager's overall workload is given over to this approach?		
	Most of it	
	About half of it	✓
	Just a small proportion of it	
Is there an approach Steering or Advisory Group?		
	No	
	Yes	✓
For FWP, CATS is one of the workstreams		
Are any other governance arrangements in place to review strategy and performance?		
	No	
	Yes	✓
Family Wellbeing Partnership (FWP) Oversight Board.		

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Links to Wider Policies, Strategies and Statutory Requirements

In your opinion, is the approach aligned with national and/or local anti-poverty strategies and priorities (e.g., local authority or health board priorities)?	
Don't know	
No	
Yes	✓
<p>Best Start, Bright Futures: Tackling Child Poverty Delivery Plan 2022 to 2026. Available at: https://www.gov.scot/publications/best-start-bright-futures-tackling-child-poverty-delivery-plan-</p> <p>Fairer Futures Partnerships: Children's Rights and Wellbeing Impact Assessment. Available at: https://www.gov.scot/publications/child-rights-wellbeing-impact-assessment-crwia-fairer-futures-partnerships/</p>	
In your opinion, has the approach benefitted from being part of this anti-poverty strategy?	
Don't know	
No	
Yes	✓
It has allowed FWP to work in partnership with the Scottish Government.	
In your opinion, has the approach benefitted from being part of this strategy?	
Don't know	
No	
Yes	✓

Tackling Poverty Locally Online Directory

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Is the approach delivering a service that is a statutory commitment?	
No	✓
Yes	

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Funding

Has external funding been secured to support the work?	
No	<input type="checkbox"/>
Yes	<input type="checkbox"/>
Please provide details of the external funding that was used secured to support this work?	
Which organisation provided funding?	Initially, a small amount of school PEF funding as well as funding gained through individual staff members.
What was the specific funding stream/source/scheme?	Co-op Local Community Fund.
How much funding was secured?	N/A
For how long has funding been secured?	N/A
Is future funding from the same external source a possibility?	
Don't know	<input type="checkbox"/>
No	<input type="checkbox"/>
Yes	<input type="checkbox"/>
Is future funding from the same external source based on pre-agreed outcomes or outputs being delivered from this work?	
No	<input type="checkbox"/>
Yes	<input type="checkbox"/>



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Has a specific sum been secured from the host organisation to support this work?	
No	<input type="checkbox"/>
Yes	<input type="checkbox"/>
Please provide details of the funding that was used secured from the host organisation to support this work?	
How much funding was secured?	
For how long has funding been secured?	
Is future funding from the host organisation a possibility?	
Don't know	<input type="checkbox"/>
No	<input type="checkbox"/>
Yes	<input type="checkbox"/>
Is future funding from the host organisation based on pre-agreed outcomes or outputs being delivered?	
No	<input type="checkbox"/>
Yes	<input type="checkbox"/>
What are the future - longer-term - prospects for this work if existing funding sources were no longer available?	
Too early to ascertain prospects	

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Staffing and Resources

Do existing staff from the host organisation contribute toward the work of this approach as part of their broader work for the organisation?			
		No	
		Yes (<input type="checkbox"/>
Provide details here			
Are existing staff from the host organisation paid extra (for example, taking on extra hours) to contribute toward the work of this approach?			
		No	<input type="checkbox"/>
		Yes	
Have additional paid staff been employed to contribute toward the work of this approach?			
		No	<input type="checkbox"/>
		Yes	
Are volunteers involved in delivering the approach?			
		No	
		Yes	<input type="checkbox"/>
Volunteer teachers.			
Are specific resources – other than staff/volunteer time and money - needed to support the delivery of the approach?			
		No	
		Yes	<input type="checkbox"/>



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Please provide details of the resources that are required to deliver the approach?		
Facilities / Workspace	<input type="checkbox"/>	
Equipment	<input type="checkbox"/>	
Local Knowledge	<input type="checkbox"/>	
Food and Drink	<input type="checkbox"/>	
Are any of the resources needed to deliver the approach provided in-kind, rather than budgeted from approach funds?		
	No	<input type="checkbox"/>
	Yes	<input type="checkbox"/>
Teacher time.		
Were new IT systems, additional software, or upgrades existing software (databases, Apps) required to deliver this approach?		
	No	<input type="checkbox"/>
	Yes	<input type="checkbox"/>
Was additional training – for staff or volunteers - required to deliver this approach?		
	No	<input type="checkbox"/>
	Yes	<input type="checkbox"/>

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Monitoring and Evaluation

Is there baseline data to describe what things were like before the start of the approach?		
	No	
	Yes	<input type="checkbox"/>
<p>This presents a challenging scenario. Enhancing the well-being and skills of young people and their families is expected to lead to improvements in school attendance, engagement, and academic achievement over time, ultimately contributing to overall human flourishing. Qualitative data indicate that these positive effects are already being observed for certain individuals.</p>		
Is the difference that the approach is making measured or monitored by the host organisation?		
	Yes	<input type="checkbox"/>
	No	
Who within the host organisation is responsible for monitoring the impact of the approach?		
Janet Adam.		
How often is the impact of the approach monitored or measured by the host organisation?		
Regularly; as and when required for external evaluations, school and local authority inspections, and as each programme finishes for the term/year.		
What methods, techniques or strategies are used by the host organisation to impact of the approach?		
Gathering qualitative and quantitative data: impact stories; qualifications gained; positive destinations, etc.		



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What information is collected by the host organisation about the approach?					
Number of users	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
Profile of users	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
Experience of users	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
Outcomes for users	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
Anything else	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
Has the data that has been collected by the host organisation been used to adapt the way the approach works?					
				No	<input type="checkbox"/>
				Yes	<input type="checkbox"/>
Data collection will occur regularly as needed for external evaluations, school and local authority inspections, and upon the completion of each program at the end of the term or year. This will involve gathering both qualitative and quantitative data, including impact stories, qualifications attained, and successful outcomes for participants.					
Has an external organisation been employed to formally evaluate the approach?					
				No	<input type="checkbox"/>
				Yes	<input type="checkbox"/>
Data collection will occur regularly as needed for external evaluations, school and local authority inspections, and upon the completion of each program at the end of the term or year. This will involve gathering both qualitative and quantitative data, including impact stories, qualifications attained, and successful outcomes for participants.					
Has the insight from the external organisation’s evaluation been used to adapt the way the approach works?					
				No	<input type="checkbox"/>
				Yes	<input type="checkbox"/>



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Is there an intention to employ an external organisation to evaluate the impact of the approach in the future?	
Don't know / no current plans	
No	<input type="checkbox"/>
Yes	<input type="checkbox"/>



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Is there an intention to undertake your own formal evaluation in the future to estimate the impact of the approach?	
Don't know / no current plans	<input type="checkbox"/>
No	<input type="checkbox"/>
Yes	<input type="checkbox"/>

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Impact

To what extent have the aims of the approach been achieved?	
Fully met	
Making progress toward meeting Aims	?
Not making progress	
What difference has the approach made?	
<p>The Community Around the School approach was recently evaluated as part of the Evaluation of Clackmannanshire’s Family Wellbeing Partnership (FWP) by Horizons Research, commissioned by the Scottish Government.</p> <p>The reports can be found here: https://www.gov.scot/publications/evaluation-family-wellbeing-partnership-clackmannanshire/ Family Wellbeing Partnership in Clackmannanshire: evaluation - summary report - gov.scot</p>	
Have conditions or demand changed since the approach was introduced?	
No	?
Yes	
Has the approach had the capacity to meet these changing conditions and demand?	
Yes	
No	



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Has the approach changed through time?	
No	?
Yes	
What changed	
Why has it changed	
Has the approach had any unexpected or unintended outcomes?	
No	
Yes	?
More joy and enhanced skills for staff involved.	
In your opinion, is the approach having an impact on tackling poverty?	
No	
Yes	?
On a micro level, family cooking initiatives provide a weekly meal for 16 to 20 families. Additionally, these programs support adults in obtaining qualifications that help them secure more fulfilling or different employment opportunities.	

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Learning from Experience

What is working well?

Adult Learning programmes

What, if anything, is working less well?

Some of the groups which were requested by the wider community, have not been so well attended and have been discontinued.

What are the key learning points that you'd like to share with other practitioners?

Community Around the School is part of Clackmannanshire Family Wellbeing Partnership and some work was done with the Centre for Public Impact (CPI) to share "what it takes":
Shift power dynamics: Intentionally set out to create greater equity between public services, citizens, the third sector and communities.

Engage political leaders: Actively involve political leaders, whose support is critical in creating conditions for a new way of working to be allowed to develop and grow.

Work on shared values: Invest time and resources in bringing people from across the third sector, public services, and communities together to get to know one another, develop shared values, and bring together their respective jigsaw pieces of the system.

Prioritise learning: Create a structured approach to learning and make that learning available in real-time within the system to enable immediate adaptation and improvement.

Balance planning and spontaneity: Be intentional while remaining flexible to respond to opportunities as they arise.

Embrace distributed leadership: Allow distributed leadership, where people share power and trust each other, and action doesn't rely on hierarchical positions.

For more information please visit: <https://centreforpublicimpact.org/resource-hub/what-does-it-take-to-build-a-new-system-of-public-service/>



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Are there plans to develop or expand the approach in the future?	
No	<input type="checkbox"/>
Yes	<input checked="" type="checkbox"/>
The Community Around the School (CATS) approach has proved to be the catalyst for wider success across the whole local authority and has now been rolled out to other schools so that all young people and their families can benefit from this innovative partnership working	
How easily do you think this approach could be replicated in another setting?	
Fairly easily, with collaborative people.	

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