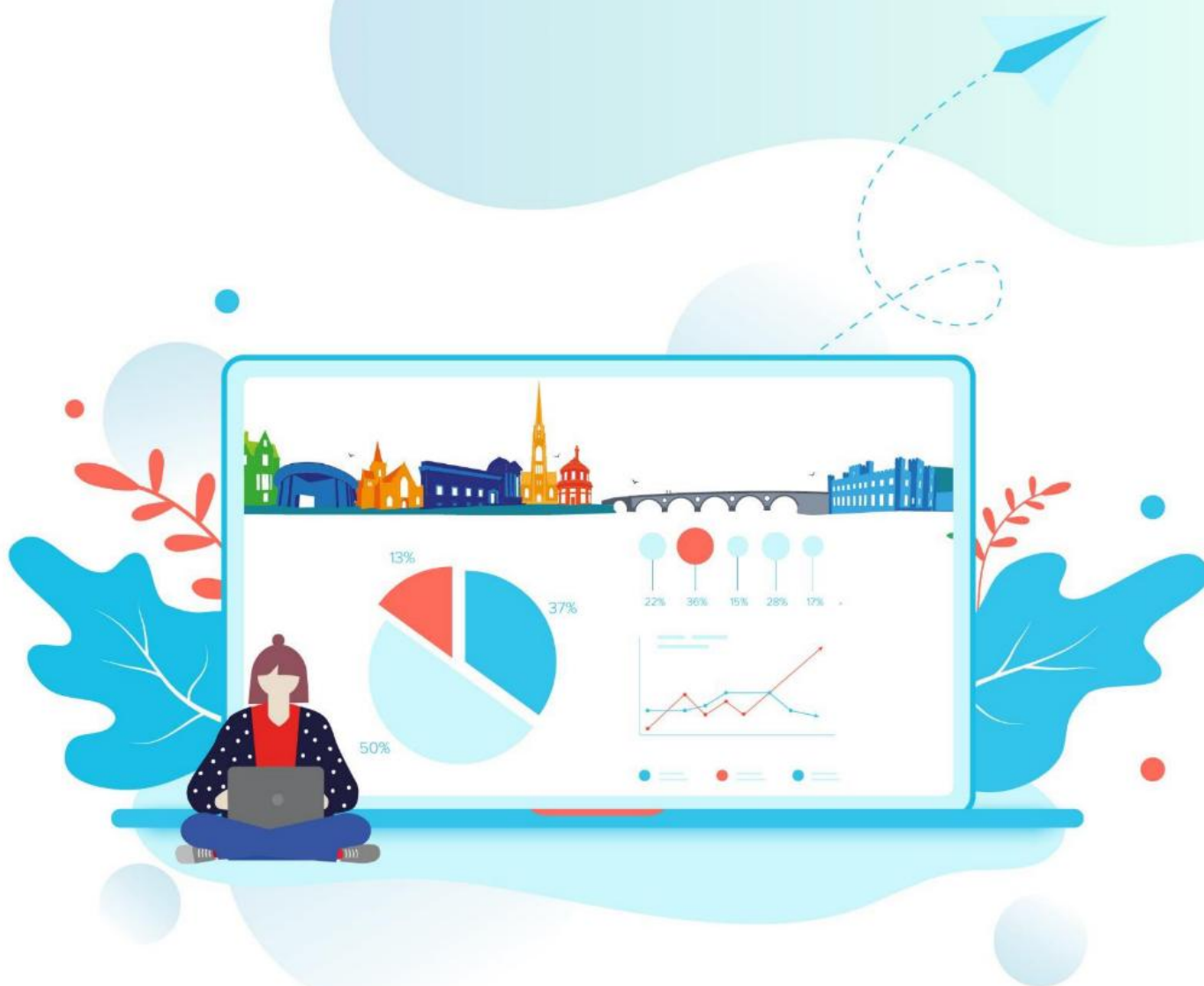


Education & Children's Services



**Joint Business Management and Improvement Plan 2022/23
& Service Annual Performance Report 2021/22**

Contents	Page
Introduction	3
Vision, Strategic Objectives and Service Priorities	4
Strategic Objectives	
Best Start	7
Learning and Achievement	9
Health and Wellbeing	12
Care and Equity	15
Safe and Protected	18
Organised to Deliver	
Governance and Management Structure of the Service	20
Customer Focus and Community Engagement	20
Preparing our People for the Future	21
Partnership Working	22
Performance, Self-Evaluation and Risk Management	23
Performance Indicators	24
Glossary	24

1. INTRODUCTION

This report presents a summary of the work we have undertaken over the past year to ensure better outcomes for our children, young people and their families across Perth and Kinross and contribute to the delivery of the Council's strategic objectives. It allows us an opportunity to reflect on the progress we have made in the last year and report on our performance against identified performance indicators.

This has been another year of significant challenge, dominated by a global pandemic, met by tremendous effort and dedication from our staff across the service. It has been humbling to see the outstanding commitment, creativity, perseverance, resilience and service shown by teams across ECS, then and now.

Improving outcomes for children, young people, families and for people in the justice system remains the core business of Education and Children's Services. Improving lives together is what we are about. We aim to ensure that the experiences and support we provide best meet the wellbeing and learning needs of those we seek to serve. Early intervention and prevention, raising attainment for all and closing equality gaps, ensuring equity and enabling inclusion dictate how we plan for improvement.

We remain committed to Getting It Right For Every Child (GIRFEC). We want children and young people to be safe, healthy, achieving, nurtured, active, respected, responsible and included and that they and their families receive the help they need, when they need it. Similarly, we remain committed to community justice and building successful support for people who have committed a crime to help break the cycle of reoffending. We will continue to ensure that our services are responsive to the needs of people and communities. In line with the Perth and Kinross Offer we will ensure that the views of the children and people who use our services are heard and that we harness personal and community assets so that everyone can make a positive contribution to our communities.

Whilst we do well in many areas, our ambition is always to do better. We are confident in our ability and capacity to continue to improve, driven by a workforce committed to delivering better outcomes and continuous improvement.

Our approach to planning for recovery has been informed by an evaluation of our services and how they have had to operate over the past two and half years; keeping that which has worked well and making informed decisions about the best use of the resources at our disposal.

Sincere thanks go to all staff and partners for the contributions they have made in the most challenging circumstances of their careers and for their continuing efforts and commitment to delivering positive outcomes and improved services.

Sheena Devlin
Executive Director (Education and Children's Services)

Jacquie Pepper
Depute Director and Chief Social Work Officer

2. VISION, STRATEGIC OBJECTIVES AND SERVICE PRIORITIES

Our Vision

We support the Vision of the Community Planning Partnership, for our area:

“Creating a confident, ambitious and fairer Perth and Kinross, for all who live and work here.”

This Plan aims to translate this vision into an agenda for Education and Children’s Services to deliver positive outcomes for our citizens and communities.

Perth and Kinross Council’s (PKC) Strategic Objectives

The vision is reflected in the Council’s five strategic objectives, outlined in the Corporate Plan and these inform decisions about policy direction and budget spending:

The vision and strategic objectives support the delivery of the Community Plan and the Council’s Corporate Plan.

The Perth and Kinross Offer is about ***working together so everyone in Perth and Kinross can live life well***. The Council will build new relationships with communities and design services around the people who live and work in them. The Perth and Kinross Offer supports the corporate objectives and our service priorities. In line with the Offer, Education and Children’s Services will involve children, young people, and adults who our services in our work to evaluate how well we are doing as well as when we design new services or when we make changes.

Examples include:

- Extensive, large-scale consultation in the design and delivery of Early Learning and Childcare
- Specific participation and involvement of Young Carers in the creation of a Young Carers Strategy
- Direct involvement in the design of a new service for men in the Justice System called EVOLVE

Education and Children’s Services Strategic Framework

Education & Children’s Services developed a service Vision and Values; a concise and focused statement of the overall aim of our service, and an expression of the drivers of our behaviours as an organisation and individuals.

Our Vision:	Improving Lives Together		
Our Values:	Ambition	Compassion	Integrity

Alongside this are the service strategic priorities, which draw from the Tayside Plan for Children, Young People and Families, and the Community Justice Outcome Improvement Plan and are aligned with the Council's strategic objectives.

ECS Key Priorities				
Best Start	Learning & Achievement	Health & Wellbeing	Care and Equity	Safe and Protected
Corporate and Community Planning				
Giving Every Child the Best Start in Life	Developing educated, Responsible and informed citizens		Supporting people to lead independent, healthy and active lives	

The strategic direction of our service is underpinned, influenced and shaped by a range of key national legislation and strategic policies. This is a time of significant change and development, and the following are identified as key drivers over the next 1 to 3 years:

Achieving Excellence and Equity: 2022 National Improvement Framework and Improvement Plan

This document sets out the vision and priorities for Scottish Education, and the national improvement activity that needs to be undertaken to deliver them. This plan has been informed by the challenges for the whole education system in dealing with the health, social and educational impacts of COVID-19.

Scottish Attainment Challenge: framework for recovery and accelerating progress

This framework, published in March 2022, sets out the Scottish Government's refreshed plans to tackle the poverty related attainment gap through Scottish Attainment Challenge Funding.

The Promise

The Promise is a national body responsible for driving and monitoring the whole system changes recommended by the outcomes of the Independent Care Review. The Promise commits us to ensure a coordinated approach in delivering services that support holistic, whole family support when it is needed, for as long as it is needed.

Support for Learning: All our Children and All their Potential

Published in June 2020, this review, headed by Angela Morgan, addressed the effectiveness of the Education (Additional Support for Learning) (Scotland) Act 2004 in ensuring the availability and quality of additional support for learning across Scotland. The review made recommendations for improvement throughout the education system, and the Scottish Government and the Convention of Scottish Local Authorities (COSLA) have committed to addressing them.

United Nations Convention on the Rights of the Child (UNCRC)

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Scotland is set to become the first country in the UK to incorporate the UNCRC into domestic law with specific duties for public bodies across all of their work and

the right for children and young people to enforce their UNCRC rights and seek remedy if they are not met.

Children (Scotland) Act 2020

The Act amends statutes concerning children, including the Children (Scotland) Act 1995, the Adoption and Children (Scotland) Act 2007 and the Children's Hearings (Scotland) Act 2011. New statutory responsibilities include requirements to support care experienced brothers' and sisters' relationships, and to ensure that brothers and sisters views are considered when care decisions are taken.

The Carers Strategy (2019-2022)

The joint Carers Strategy (2019-22) is in the process of redevelopment. A consultation process of all carers in Perth and Kinross will take place prior to the end of the current Strategy. This consultation is crucial in shaping the development of future supports available for carers of all ages in Perth and Kinross.

National Guidance for Child Protection

This guidance was published by the Scottish Government in September 2021 and requires ECS, along with Child Protection Committee (CPC) partners to review and update local practice and procedures in preventing and responding to the risk of harm. CPC multi-agency child protection online training and webinars have been updated, and work is continuing to update the current Perth & Kinross CPC Inter-Agency Child Protection Guidelines

Getting It Right for Every Child (GIRFEC)

Getting it right for every child (GIRFEC) supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe and respected so that they can realise their full potential. The Scottish Government has announced a refresh of the GIRFEC policy and ECS will need to engage in a reinvigorating our internal processes and approach along with partners.

Best Start

Our children will have the best start in life, they will be cared for and supported to learn in nurturing environments.

We work alongside families to improve children's wellbeing and encourage early social and emotional development.

In partnership with parents and carers, we support children in their early years to ensure all children and young people are given the best start in life.

Performance Summary for 2021/22

The implementation of [1140 hours of Early Learning and Childcare](#) has continued to deliver high quality, accessible early learning and childcare for 2,767 3-5 year olds and 164 2-year-olds. A parental survey concluded in 2022 shows that most parents are satisfied with the offer within PKC. 89% of respondents said that they are happy with the ELC attendance model that their child is currently accessing, and 82% agreed that their ELC community offers flexible options for families.

Family learning encourages family members to learn together, with a focus on inter-generational learning. Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning. 25 full-time equivalent (FTE) Family Learning Practitioners are supporting families across 41 ELC settings. A range of sessions have been delivered to support families, including [Peep Learning Together](#), [Bookbug](#), [Rhymetime](#) and Eat Well Play Well. Parental feedback highlights the positive impact on children and parents.

A Speech and Language Therapist has been working alongside the Change Is A Must (CIAM) team, assessing parents' communication abilities and diagnosing previously unidentified communication needs; training the CIAM Team; and co-creating a variety of easy read report formats. This enables expectant parents to fully engage with any help and advice provided.

Almost all ELC settings have an identified Communication Champion trained in specific interventions to support Language development. Early Childhood Practitioners (ECPs) deployed across Primary 1 classes have had a positive impact across Primary 1 with a 5% increase in developmental milestone outcomes.

Outdoor training for practitioners has been developed to support outdoor learning environments. In partnership with Perth College, [Forest Kindergarten](#) training has been delivered to 90 participants from ELC, Schools, Out of School Care and Childminder settings. An evaluation highlights that 89% of respondents felt their confidence had increased, with 80% of respondents stating they are now delivering outdoor experiences every day.

The range and level of preventative support to families has been increased by the provision of family support outside of traditional working hours via the COPE team (Children who are Open to social work for Planned interventions in the Evenings and weekends). The provision of COPE support has helped ensure that children and young people remain with their families; offering support during vulnerable times of evenings and weekends when families under pressure can feel isolated and unsupported.

Letham and Crieff were identified as areas to test the new models of engaging communities in providing family support (Families Empowering Communities) in line with the commitment to The Promise. Primary schools are also using some of the Pupil Equity Funding to employ staff to carry out activities and engagement.

The Care Inspectorate continued to conduct inspections across the ELC sector. During this session 12 inspections were undertaken with 100% evaluated as good or better in care and support, 100% in environment, 100 % in staffing and 83% in leadership and management.

Priorities for 2022/23

- Engage with families who have substance use issues to develop a family plan which will increase their opportunities to be supported in their own home and community.
- Ensure all unborn babies at risk of becoming looked after are the subject of the Family Group Decision-Making process to increase perinatal support for mothers and their family.
- Explore the opportunities to capture the voice of children and young people. (e.g. Talking Mats training). This supports people with communication needs and allows all children to be meaningfully consulted about issues affecting them, ensuring their voice is amplified.
- Further implementation of Language and Communication support from Speech and Language Therapists within targeted ELC settings.
- Continue to implement the use of the new electronic system to track and monitor children's progress in ELC settings.

Learning and Achievement

Our children, young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential.

Through meaningful engagement in learning, high quality learning experiences and skilful staff, all of our children, regardless of their circumstances, will be successful learners, confident individuals and responsible citizens who contribute to their communities. We have ambitious targets for raising attainment and achievement.

Performance Summary for 2021/22

The proportion of P1 pupils meeting all of their expected developmental milestones has increased in 2021 to 82%. Achievement of Curriculum for Excellence levels performance across P1-S3 remained steady in 2021. However, performance in relation to our comparator authorities has improved. In the senior phase, overall average tariff points increased in 2020 and again in 2021.

The Raising Attainment Implementation Plan focussed on raising attainment & achievement for all and closing the attainment gap has been updated and presented at the Raising Attainment Board. Progress is monitored by the Board on an ongoing basis and contributors are invited to Board for further scrutiny or discussion. The governance of the Board has been strengthened, creating a tighter focus on our attainment measures and improvement activities.

A Strategic plan using Scottish Government Covid-related funding for interventions was completed and implemented with targets to support recovery, through implementation of evidence-based approaches to target literacy, numeracy and health and wellbeing outcomes. Initial evidence suggests that these have had a positive effect on literacy and numeracy outcomes from Broad General Education (BGE) to Senior phase particularly for our most vulnerable learners and those most affected by the pandemic.

Education Scotland undertook two follow-through inspections in schools. These were successful with no further engagement required with either school. Whilst other Education Scotland inspection activity was paused, thematic reviews were undertaken under the themes of [Outdoor Learning](#), [Health and Wellbeing](#) and Recovery with contributions from Perth and Kinross Schools and settings.

Year 3 of the Perth and Kinross Literacy and Numeracy strategies have been implemented with a focus on quality teaching in writing and numeracy. This included the creation of Writing and Numeracy Toolkits and professional learning activity to support classroom practitioners. Targeted work was undertaken with identified schools to support improvements in reading, writing and numeracy skills and attainment. Maths and Numeracy Improvement Groups were established in partnership with Education Scotland. Six early years settings were supported to successfully target improved outcomes in maths and numeracy.

Digital capacity has been enhanced as part of our wider curricular review and refresh.¹¹ Career long professional learning sessions involving 84 staff led to schools being registered for and receiving Digital Schools Awards. Our Senior Phase curriculum has been enhanced by the addition of the PKC Virtual Campus and our work across Tayside with the Tayside Regional Improvement Collaborative (TRIC) virtual campus. This year 3 Advanced Higher

(AH) Courses have been offered across the TRIC; AH French, AH Spanish and AH Computing, with 36 Pupils participating across the 3 courses. Our own PKC Virtual Campus delivered AH Modern Studies and AH Physical Education this session. 15 pupils in total embarked upon these courses and 13 have been presented. N3 Virtual Learning Courses have also been created this session in nine subject areas

We have developed [Our Promise to You](#), the Perth and Kinross Corporate Parenting Plan 2021-24, in collaboration with children and young people. Within *Our Promise* we have a clear ambition to ensure that all children and young people with care experience will have all they need to thrive in their school and home environments.

In partnership with Education Scotland and Headteachers, we have developed a toolkit to support self-evaluation of support for learning in secondary schools. This will support a thematic review of support for young people with additional support needs (ASN) across all secondary schools in session 2022-2023

Inclusive practice is being improved in all schools and ELC settings through implementation of the Education Scotland [CIRCLE Framework](#). This supports class teachers to enhance the classroom environment and the participation of children and young people in their learning. Over 90% of schools responding to a survey considered themselves to be on track to meet the CIRCLE targets set for June 2022. The [Young Person's Guarantee](#) is in place to offer a coherent, universal, and targeted approach in partnership with a wide range of stakeholders, to support young people through 1:1 support, skills academies and job club opportunities to encourage positive destinations. This supported improvement in this area in session 20-21 with positive destinations improving to 97% in PKC.

Enhanced approaches to Learner Participation have been developed in accordance with UNCRC, with training resources to enhance learner participation for children with ASN disseminated to schools.

Priorities for 2022/23

- ELC settings, Primary and Secondary schools will continue implementation of the CIRCLE approach to enhance support for all children and young people, including those with additional support needs
- Implement the refreshed Scottish Attainment Challenge to meet the needs of our most deprived learners and families.
- All Secondary Schools will undertake a Validated Self-Evaluation to identify improvement actions to improve achievement and attainment for young people with additional support needs.
- Provide tutoring and mentoring opportunities to care experienced children.
- Ensure children and young people are better equipped for the world of work through deeper engagement with Career Management Skills and a developed programme to track and monitor progress in these
- Review the Quality Improvement Framework to include systematic approaches to planning, tracking and measuring improvement outcomes.

- Review and update Literacy and Numeracy strategies in line with Raising Attainment Plan
- Implement the recommendations of the PKC BGE Curricular Review and develop PKC Senior Phase curriculum for implementation in session 2022-23.
- Further develop approaches to learning, teaching and assessment with a focus on inclusive practice and raising attainment.

Health and Wellbeing

Our children and young people will be physically, mentally and emotionally healthy.

Learning in health and wellbeing is designed to ensure that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing.

Performance Summary for 2021/22

Young people who have been most impacted by the pandemic have been supported through enhanced universal and targeted wellbeing supports, including Counselling in Schools which is now embedded as a core support for children and young people aged 10 years+. Over 600 children and young people have received one-to-one counselling support through the Counselling in Schools programme which commenced in November 2020. Evaluations show improvements in wellbeing targets set through the counselling.

In schools, Community Learning Assistants, Pupil Care and Welfare Officers and Community Link Workers have been working to support attendance and the emotional wellbeing of children through a targeted Relink programme, which has supported over 50 young people to increase their attendance of school post lockdown,

A Staged Intervention Framework for Attendance has been launched to support good practice by schools in preventing and reducing absence by children and young people, including emotionally based absence

To support the implementation of [Connected Tayside An Emotional Health and Wellbeing Strategy for Children and Young People](#), the Perth and Kinross local mental health pathway has been developed and is being taken forward with health partners to promote positive emotional health for children and young people and to have clear pathways to targeted and specialist support, when needed.

New guidance to reduce exclusions from school, *Fostering Inclusion, Reducing Exclusion*, has been developed and implemented. Over the past three years, exclusions have reduced from 27.3 per 1000 pupils to 13.1 per 1000 pupils.

Reports of staff having been involved in an incident where a child has been distressed, challenging, violent or aggressive, have continued to decrease. This has reduced from 1231 staff reports in 2019/20 to 995 staff reports for the comparable period in 2021/22. However, this will continue to be a key priority for further improvement.

The [Scottish Government Health and Wellbeing Census](#) was completed successfully across all schools, with over 7,500 responses received from P5-S6 pupils. An analysis of results will inform planning at school and authority level, including development of a refreshed Health and Wellbeing Strategy Action Plan.

The Active Schools team provided support and advice and delivery of Jungle Journey sessions to Early Years and Primary colleagues in supporting children to achieve developmental milestones, with a particular focus on gross motor skills.

An audit of social and emotional training needs was undertaken with Primary Schools in term 2 to shape a plan for training that was then arranged and procured accordingly. This training

has focused on understanding anxiety, with the majority of participants rating it as excellent. Further training on solution-focussed approaches, peer mediation and social skills development work has had to be rescheduled due to Covid staff absences. Training has been developed for secondary schools on suicide prevention and safety planning

Community Mental Health funding has been secured for partnership working for young people experiencing sustained absence from school due to mental health concerns. Scottish Government Pandemic funding for mental health has been utilised to develop tiered mental health and counselling supports through youth services with a focus on care experienced young people. There has been a universal arts-based resilience project accessible to all P7 classes with 200 art submissions for a digital exhibition, which received 500 views and art works were also projected throughout Perth city centre in February 2022. Grants were awarded to local third sector organisations to support mental health work and activities with families, with a focus on those with additional support needs and in a second tranche, to provide creative arts therapies to groups of young people struggling with anxiety and attendance.

Multi-agency development work has been set up since October to review and address self-harm guidance and good practice needs across schools, with a staged intervention framework currently being designed to address training and intervention gaps.

Whole school nurture development 'Nurturing Relationships' has a five-year strategic plan to improve wellbeing and promote resilience through building understanding and confidence of quality relationships based on nurture and attachment principles. Four schools are currently completing the phase 1 pilot, targeting emotional regulation, problem solving and the classroom as a safe space. Participants rated the training as 4.2 out of 5 and impact data is currently being collected.

Resources to support the implementation and promotion of the UNCRC are being shared across the service. Collaborative conversations and training are available, and a video has been produced for staff and children and young people to highlight the implications of the incorporation of UNCRC.

Priorities for 2022/23

- Provide additional support to pregnant women with perinatal mental health or substance use issues.
- Work with practitioners to continue to develop quality experiences across ELC setting with a focus on emotional development and regulation.
- Continue to support the development of community mental health and emotional wellbeing resources.
- Review and update the Health and Wellbeing Strategy in line with the Raising Attainment Plan
- Continue with phase 2 of the implementation strategy for Nurturing Relationships
- Develop a programme of social and emotional supports and training to ensure sustainable good practice across schools

- Review and develop alternatives to exclusion and increase support to individuals and school communities for young people at risk of exclusion.
- Continue to support schools to further reduce incidents of distressed, challenging, violent or aggressive behaviour.
- Develop and deliver a training programme to improve Trauma Informed Practice
- Review our Anti-Bullying Strategy and develop associated training and resources

Care and Equity

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people.

We focus resources on groups of children and young people that are more likely to experience inequalities and poor outcomes in health, wellbeing, education and post-school destinations.

We are committed to closing the various 'gaps', increasing accessibility and broadening opportunities.

Performance Summary for 2021/22

The ELC service have worked across 4 settings to provide STEP Starter Sacks; an exciting new early years programme bringing play-based learning activities into the homes of Gypsy/Traveller children. Initial feedback from families has been positive.

A new "Support for Children and Families" process has been developed to ensure our most vulnerable children who benefit from ELC provision when they need it and as a result, 67 2-year-olds benefitted, and 233 children received additional holiday placements.

The [Instrumental Music Service](#) (IMS) have prioritised the delivery of tuition to those schools with over 50% of pupils living in Acorn category 4 and 5 areas. This has been done through mainstream IMS; provisions funded by the [Youth Music Initiative](#) and projects in partnership with the [Scottish Schools Pipes and Drums Trust](#).

The abolition of core curricular charges and charges for provision of Instrumental Music tuition by Scottish Government in May 2021 was successfully implemented in PKC allowing us to build upon existing measures to reduce the cost of the school day and remove these barriers to participation.

A pilot project has been launched to test the feasibility of incorporating a Wrap Around Care Service and a 45-week ELC setting to provide flexible childcare for school age children.

[Our Promise to You](#) is closely aligned to [The Promise Scotland](#) and its Change Programme. *Our Promise* incorporates three of the five priority areas identified in the Change Programme. We have pledged that where living with their parents is not possible, children must live with their brothers and sisters where safe to do so. *Our Promise* also describes the work we will do to ensure Children and Young People are supported to strengthen relationships and spend time with those who are important to them.

The provision of Family Group Decision Making (FGDM) has been enhanced with additional staff, helping families to create a plan for their child; keeping children out of care and retained within their wider family whenever possible. It empowers families to make their own decisions and promotes partnership working between the family and relevant professionals. It is currently offered to families where there is a risk of a child becoming accommodated.

A trial utilising the Self-Directed Support ethos, a flexible approach to empowering families to have greater choice and control over how they manage their mental wellbeing, has been well received by service users. The feedback to date has been positive and the small budget allocation for 2021/22 was fully utilised by families to purchase a range of services including:

art therapy, childminding to allow parents to spend time with other children in the family, counselling, play therapy, dance lessons, weight blankets, Chiropractic sessions and the purchase of goods to encourage social/physical activities.

A range of supports have been developed enabling Perth & Kinross to fulfil the mandatory expectations of the [UK National Transfer Scheme](#) to accommodate Unaccompanied Asylum-Seeking Children.

Through a Budget commitment in February 2021, an additional 11.5fte Support for Learning teachers were recruited to support young people with additional support needs in Secondary schools.

The Inclusion service works in partnership with NHS Tayside Occupational, Physiotherapy and Speech and Language Therapists to ensure children and young people with additional support needs have the necessary supports to access their learning. This includes the provision of a range of equipment, including specialist seating, communication aids, wheelchairs and hoists.

To support better transition experiences for children and young people moving from nursery to P1, from P7 to S1 and from secondary school to post-school destinations, progress has been made to confirm placements earlier for almost all children and young people. This has enabled better planning to be established and increased parental satisfaction.

Enhanced transitions moving from P7 to S1 were supported over the summer by Community Link Workers, this helped to reduce anxiety about the move of school for the young people involved. The development of groups in schools, such as PRISM at Perth High, a group for LGBTQ+ young people and allies, have helped to reduce feelings of isolation that impacted from lockdown. Although the group only formed in May 2021, they have already been nominated for the [Proud Scotland Awards](#).

Priorities for 2022/23

- Further develop learner participation with young people
- Strengthen the child's voice and protect their rights in all our interactions. We will also create new ways for children, young people and families to be involved; provide feedback, design solutions and shape the future of Services for Children, Young People and Families (SCYPF).
- Brothers and sisters will live together. Where living with their parents is not possible, children must live with their brothers and sisters where safe to do so.
- Expand our early help and support services for families when required.
- Develop policy to support and value positive relationships between staff and children they have previously supported. Ensuring safety of staff, the young person and their family.
- Develop our GIRFEC approaches to integrated assessment, planning and delivery of support to children and their families.
- Work with practitioners to continue to develop quality experiences across ELC setting with a focus on addressing the gender gap.

- Further develop support for Gypsy/Traveller play based approaches at home by connecting with wider range of ELC settings.
- Develop childcare offer for school age children across PKC, learning from Wrap Around Care pilot project and summer of play initiative, aligning with the Scottish Government plans to extend school age childcare for the most vulnerable
- An Outreach Team of support teachers will be established to provide targeted support for children with social, emotional, behavioural or communications needs in Primary Schools.
- Continue to improve transitions for children and young people at key points.
- Work with schools and partners to further develop curricular programme for Anti-Racist Education
- Continue to support the Child Poverty Delivery Plan as part of the Raising Attainment Strategy

Safe and Protected

Our children and young people will be safe and protected from harm at home, school and in the community. Our communities will be safe and we will act to prevent and reduce crime and anti-social behaviour.

Our approaches to protecting vulnerable children and young people are integrated and focused on early identification, and immediate and effective intervention to remove and reduce the risk of significant harm.

Through our Criminal Justice Social Work Service, we will work with partners to minimise the potential risks posed by the most serious offenders to keep communities safe, help reduce re-offending and support effective interventions for people in the justice system.

Performance Summary for 2021/22

In collaboration with partners, through the [Child Protection Committee](#) (CPC), we are working to ensure continuous improvement, self-evaluation and quality assurance across Children Protection services and to review and update local practice and procedures to ensure compliance with the new [National Child Protection Guidance](#). The CPC [Improvement Plan](#) coordinates all the CPC's improvement work and is subject to six monthly reviews and an annual review by Elected Members to monitor progress.

The six [Tayside Priorities for Practice](#) are being implemented within Perth and Kinross and across a diverse range of agencies and services who work with children, young people and their families, to empower and support a confident and skilful child protection workforce and enhance the safety, protection and wellbeing of children and young people.

The promotion of the national strategy on Equally Safe which aims to protect women and girls from domestic abuse has introduced training on 'Safe and Together' which is an initial step in achieving the necessary cultural change in the workforce to recognise and respond to domestic abuse.

We have employed two extra social workers based in the Public Protection Team to meet anticipated increased demand from the Courts and additional pressures on the HMP Perth over the next year. A further worker has been appointed to provide bail supervision.

Schools have contributed to a review of Critical Incident guidance and Community Mental Health funding has supported the new role of ECS Suicide Prevention and Mental Health Co-Ordinator, starting in March 22 and commencing on an audit of high-level mental health needs.

The Evolve service is being enhanced, specifically aimed at supporting men who are open to Criminal Justice Social Work and subject to Community Payback Orders, and those being released on a Licence from custody. The service aims to address the causes of offending behaviour and promote positive life choices. A groupwork programme has been developed for men who are ready to make positive change, and a trauma-informed pathway is also in development for those who are in a chaotic trauma response.

In Perth & Kinross we already provide bail supervision for 16–26-year-olds with previous looked after care experience, which helps to minimise the numbers of individuals held on remand in custody pending trial. We have taken part in the incentivisation scheme set up by Scottish Government to increase the use of Supervised Bail and standardise practice across

all Local Authorities and have employed a further Bail Supervision Officer who will extend the range so that bail supervision is available for everyone over the age of 16 appearing at court.

Priorities for 2022/23

- Continue to train staff in Safe and Together which is designed to improve our practice and how we work together with families where there is domestic abuse and concerns about children.
- Train all staff to be trauma informed.
- Monitor the anticipated increased volume of work from the Court and review the requirement to extend the fixed term contracts.
- Monitor and review the increased use of bail supervision and review the requirement to extend the fixed term post.
- Continue ECS wide suicide prevention and mental health audit and intervention planning
- Further development work to standardise bail supervision across all Local authorities
- Monitor diversion from prosecution referrals and resources; required if significant increases in numbers.
- Redesign Drug and Alcohol Treatment options available to the Court, in partnership with Drug and Alcohol Services

3. ORGANISED TO DELIVER

Governance and Management Structure of the Service

Education & Children's Services Senior Management Team (SMT) is responsible for providing strategic leadership and direction for the work of Education and Children's Services. SMT comprises of:

- Sheena Devlin, Executive Director (Education and Children's Services)
- Sharon Johnston, Head of Education & Learning
- Hazel Robertson, Head of Services for Children, Young People & Families
- Greg Boland, Head of Business and Resources

The service management structure is detailed on the PKC website. Over the course of the past year, this structure has been reshaped to bring together support services, improve support to schools and enhance quality improvement in education and learning.

Customer Focus and Community Engagement

A review of the Learner Participation strategy is underway which will consider a range of approaches to ensuring meaningful engagement of learners in the life and work of schools.

The ELC service have undertaken a number of consultations during this session. The biannual ELC statutory consultation and subsequent parental survey has been analysed and is being used to support improvements to the ELC offer. The "Family Mealtime Experience" survey results led to changes to our practice with two meal choices now available to all children.

A new [Learning Estate Strategy](#) and [Learning Estate Management Plan](#) were approved by the Lifelong Learning Committee in November 2021, and outline the strategy and plan to consider the development and management of the Learning Estate in the context of meeting national and local outcomes, planning ahead and providing best value and benefits to our communities.

Following extensive consultation, plans have been approved for a new Primary school to be built on a site adjacent to Bertha Park High School and a catchment area created for the new school. Construction has begun on site for the new Riverside Primary School, to replace North Muirton Primary School and Balhousie Primary School, as has work to bring together the two school communities.

The provision of Free School Meals has been extended to all P4 and P5 pupils in line with Scottish Government timescales, with the rollout to P6 and P7 awaiting revised Scottish Government introduction dates.

The Parental Involvement and Engagement (PIE) survey has been completed, and the results collated and analysed. A short life working group has been established to refresh the Perth and Kinross Parental Involvement and Engagement Strategy in the light of survey results and the impacts of the Covid-19 pandemic.

Work continues to support all areas of the service with a robust approach to evidence and data, to drive improvement and improve outcomes, with improved analytical resources, ongoing development of the Analysis Suite of tools and the introduction of PowerBI and other Corporate data resources and expertise.

Frequent strategic discussions with school leaders were undertaken to maintain a clear focus on recovery planning, explore how to use additional staffing and ensure interventions were targeted and contributed to progressing learning.

The rollout of [parentsportal.scot](https://parentsportal.scot.nhs.uk/) continues, to meet expanding expectations of parents to engage digitally with their school. The service now provides an easy way for the public to apply for the Young Person's Bus Pass for 5–10-year-olds, and online annual data checks are to be available for all parents for next academic year.

A consultation to support the development of an Accessibility Strategy for 2022-2025 has been launched to gather the views of children and young people with a disability, their parents and staff or advocates that support them.

Customer Focus and Community Engagement - Priorities for 22/23

- Further develop links with the corporate data and analytics programme, to improve the quality and utility of our extensive data resources for decision-making and improvement.
- 'Inclusion' forums for child and young people with ASN and for their parents will be developed to enhance opportunities for service user representation in service developments.
- Develop Learner Participation Programme
- Develop Action Plan in relation to analysis of PIE results
- Develop an Action Plan to take forward results from Accessibility survey

Preparing our People for the Future

Following an audit of the quality of the existing offer with school leaders, a wider range of learning and development opportunities are available from all sectors to improve leadership, teacher professionalism and skills and confidence of support staff to better support all learners.

A review of the approach to deploying Pupil Support Assistants (PSAs) in Primary and Secondary schools has enabled staff to have increased job security and enabled schools to better integrate PSAs in the staff team.

Further work has taken place on Education staff wellbeing with a current focus on guidance staff and Child Protection Officers.

A new Education Career-long Professional Learning (CLPL) Framework Group has been formed to establish a co-ordinated programme of cross-service training, with representation from all sectors.

The [ECS Learning Hub](#) has been reviewed and refreshed, with a new evaluation process currently being trialled.

Career pathways have been developed for the teaching profession, with details of the learning and development offer for each post from Probationer Teacher to Quality Improvement Officer.

Preparing our People for the Future - Priorities for 22/23

- Implement new evaluation processes across all sectors.
- Create career and learning pathways for non-teaching staff across Education Service
- Develop comprehensive CLPL offer across sectors to support the priorities outlined within the Education and Raising Attainment Plans
- Enhance the support available to staff in schools managing childcare concerns and child protection
- Continue to develop IT platform for marketing the Education CLPL offer and celebrating learner success.

Partnership Working

Working in partnership with Parent to Parent the Inclusion Service has engaged parents in consultations to support development of the Fostering Inclusion, Reducing Exclusion Guidance, of the Outreach Team and of the Accessibility Strategy.

The ELC and Early Years Inclusion service have worked in partnership Health Visitor colleagues create a clear pathway from home into ELC settings for children with Additional Support Needs.

The Early Years Inclusion Team and Perth Autism Support have piloted and delivered “Understanding Autism Training”, a 3-session programme to support families with a child in the early years with autism. Each session engages 8/10 families.

Supported by Education Services funding [Support, Help & Integration in Perthshire](#) (SHIP) continue to play an integral role in the support available to families with a child with an additional support need outwith the school day. They have re-established their after-school/evening groups and programmes of summer activities.

ECS are a key partner in the newly formed Local Employability Partnership in Perth and Kinross which is an important driver in improving employability locally. 476 young people across all PKC secondary schools are enrolled in schools/college partnership courses in session 21-22. A greater proportion of partnership courses have a virtual learning element.

Partnership Working - Priorities for 22/23

- Continue to develop and improve ASN 3rd sector partnership working
- Continue to work with partners to reduce impact of Child Poverty
- Develop a range of partnerships to develop the Equalities curriculum in educational establishments
- Review the approach to Integrated Team Meetings to ensure effective support is provided to meet the needs of children and young people requiring additional support.

Performance, Self-Evaluation and Risk Management

In collaboration with Education Scotland and the Association of Directors of Education in Scotland (ADES), Education Services have completed a Collaborative Improvement programme of self-evaluation and improvement to strengthen planning to improve inclusive practice in Secondary Schools.

The ELC service produced a new 'Experiences and Spaces' resource launched in February 2022. The resource provides a quality assurance monitoring tool for all ELC settings.

The ELC service have created a new risk management system with supporting quality assurance processes to ensure their role as guarantors of quality across Early Learning and Childcare settings. Quality grades from inspections are improving as a result.

Work to review the Quality Improvement Framework for schools is underway. The review group has been established with clear planning for next session.

Specific actions for schools are incorporated within the Perth and Kinross Climate Action Plan, and Headteachers have been engaged in discussions on next steps to take these forward in schools.

There was significant engagement from schools with COP26 where they made effective use of resources, learning opportunities and events. Some schools within Perth and Kinross had national recognition with the Learning for Sustainability Education Scotland Awards. Professional Learning opportunities for school staff have been well attended and these were organised with the support of the One World centre.

Performance, Self-Evaluation and Risk Management – Priorities for 22/23

- Engage with development of a Corporate Performance and Risk Management system and implement across the Service as appropriate.
- Review the Quality Improvement Framework
- Conduct a thematic Review of secondary school support for pupils with ASN
- Create a Digital Learning Plan working towards one-to-one pupil devices; a coherent and extensive virtual learning offer and a more structured approach towards digital pedagogy.

Education and Children's Services strategic risks are summarised below.

Strategic Objective	Service Risk	Residual Risk			
		Impact	Probability	Score	
All objectives	The pace, scale and expectations of change become increasingly outwith our control.	4	4	16	
All objectives	Partnerships will not have good engagement, clear objectives and delivery plans	4	3	12	
All objectives	Systems, information and data are not fit for purpose to support modern working practices.	3	3	9	
All objectives	Additional legislative responsibilities are underfunded.	4	3	12	
All objectives	We fail to deliver on expected budget savings .	4	3	12	
All objectives	We fail to fulfil all statutory duties (current and new).	3	3	9	
Learning and Attainment	We fail to meet the requirements of the National Improvement Framework for education	4	3	12	
All objectives	Vulnerable young people , including those with additional support needs, have an increased risk of not having learning, social and emotional needs met	4	3	12	
KEY					
Impact:	1 Insignificant	2 Minor	3 Moderate	4 Major	5 Critical
Probability:	1 Rare	2 Unlikely	3 Possible	4 Likely	5 Almost Certain

4. KEY PERFORMANCE INDICATORS

The following section provides a performance update on key performance indicators for 2021/22. The data provided covers the year to 31 March 2022.

Best Start							
Indicator	Performance			Targets			
	2019/20	2020/21	2021/22	2021/22	2022/23	2023/24	2024/25
The proportion of children starting P1 who meet all expected development milestones	81%	77%	82%	85%	+2%	+2%	+2%
Due to the lockdown, 2020 figures should be seen as unique and not part of the general series of data. The general long term upward trend has continued. Boys remain more likely to not meet developmental milestones. Emotional development and speech and language are the development areas most commonly not met, followed by attention and behaviour/social development. There are also indications that the gap between children from deprived areas and those from less deprived areas is closing.							

Note that indicators in the Learning and Attainment section are based on the academic year from August to July and so are only available up to 2020/21.

Important note. The cancellation of exams and external assessment of coursework in 2020, and the use of the Alternative Certification Model in 2021 will have affected the attainment of many pupils and has led to a different pattern of attainment than in previous years. **The results for 2019/20 and 2020/21 should not be directly compared to those in previous years or future years.**

Learning and Attainment							
Indicator	Performance			Targets			
	2018/19	2019/20	2020/21	2020/21	2021/22	2022/23	2023/24
Percentage of pupils (P1, P4 & P7) achieving expected levels in:							
Literacy	75%	-	74%	73%	Average of comparator authorities		
Numeracy	72%	-	72%	72%	Average of comparator authorities		
<p>In P1, attainment levels are somewhat lower than the previous 2 years in all areas except writing. In P4, there are reductions with reading and writing. At P7, attainment is largely unchanged over the last 3 recorded academic years. Performance in reading and listening/talking remains relatively stronger compared to writing and mathematics/numeracy, especially for P4 and P7. Primary attainment will continue to be tracked closely with predictions undertaken in November and March before levels are recorded finally in May.</p>							

Learning and Attainment

Indicator	Performance			Targets			
	2018/19	2019/20	2020/21	2020/21	2021/22	2022/23	2023/24
Percentage gap between pupils achieving expected levels between ACORN ¹ 1 and ACORN 4/5:							
Literacy	19%	-	18%	TBC	Annual decrease		
Numeracy	19%	-	18%	TBC	Annual decrease		
There are indications that the gap in writing levels is proving more persistent and slower to close for all ages as well as numeracy levels for older pupils. The poverty-related attainment gap for Primary 1 shows signs of a small narrowing over the last three recorded years, a slight widening at Primary 4 and is largely unchanged at Primary 7. However, clear trends are not yet apparent. The school improvement team and attainment advisor carry out focused discussions with senior school leaders to support them to utilise relevant data from within the school data profiles and effectively analyse their tracking and monitoring information to identify gaps in learning. Schools carry out moderation activities and are encouraged to work within comparator ‘families’ where appropriate.							
School leavers achieving 5 or more Scottish Qualifications Authority (SQA) subjects:							
at SCQF level 5	64%	69%	71%	72%	Exceed virtual comparator		
at SCQF level 6	37%	43%	43%	46%	Exceed virtual comparator		
The Virtual Comparator was met or exceeded at the higher level of qualifications but has been slightly below this elsewhere. The Service Design Process of the Perth College UHI Offer in June 2022 will provide clearer learner pathways up to Scottish Credit and Qualifications Framework (SCQF) level 6. Part of ongoing work with secondary schools on virtual campus offer- now extended to three new level 6 courses in PKC of more niche subjects to allow greater progression in session 22-23.							
Schools are using widening course choice budget motion funding in session 21-22 to plan more diverse curricular pathways- suitably accredited- to level 6. Some schools are doing this through the SCQF Ambassador School framework.							
Collaborative work with a range of stakeholders including Education Scotland led by the Learner Pathway group is focused in consolidating all planned senior phase curriculum offers to create an overarching and cohesive Perth and Kinross Curriculum Offer- this will supplement the individual school curriculum offer from session 23-24.							
Tariff scores:							
Lowest 20%	161	154	160	176	Exceed virtual comparator		
Middle 60%	853	968	1005	1019	Exceed virtual comparator		
Highest 20%	1916	1974	2014	2045	Exceed virtual comparator		
Overall, the average tariff points have remained relatively steady but have increased in 2020 and 2021 (which are not directly comparable to previous years). The average is also very close to the authority’s virtual comparator.							
Total tariff points will be strongly related to the stage of leaving school so comprises just one aspect of a complex picture of overall senior phase attainment.							

¹ ACORN is a small-area classification used in P&K alongside or in place of SIMD to understand communities and households.

Learning and Attainment

Indicator	Performance			Targets			
	2018/19	2019/20	2020/21	2020/21	2021/22	2022/23	2023/24
School leavers achieving Literacy and Numeracy at SCQF Level 4	89%	88%	88%	91%	Exceed virtual comparator		
Looked After school leavers achieving Literacy and Numeracy at SCQF Level 4 (3 year rolling average)	77%	76%	64%	83%	Exceed virtual comparator		
Reflecting improvements seen in Curriculum for Excellence levels, the literacy and numeracy qualifications achieved by school leavers is generally increasing. Literacy levels are similar to the virtual comparator, further improvement is required in numeracy. Care should be taken when interpreting measures for Looked After Children due to the small numbers involved.							
% Attendance for Primary School pupils	95%	94%	95%	95%	95.5%	96%	
% Attendance for Secondary School pupils	91%	90%	91%	92%	92.5%	93%	
Exclusion incidents per 1,000 Primary pupils	8	7	6		4	4	3
Exclusion incidents per 1,000 Secondary pupils	55	41	23		22	21	20
Attendance in 2019/20 was impacted significantly by increased absence in the days before schools closed as part of Coronavirus pandemic response. 2020/21 attendance is higher but was recorded differently with all remote learning during Term 3 recorded as attendance unless a school was advised that a pupil was unable to participate in learning. A return to "normal" attendance recording for a full year is required to understand longer-term trends.							
The number of exclusions from school continues to reduce in both primary and secondary. 2019/20 figures were an annualised estimate due to the shortened academic year in school, and 2020/21 may have been influenced by periods of school closure and remote learning. Schools continue to work hard to ensure effective planning and support is in place for all children and young people to prevent exclusion being required. Exclusion data is monitored routinely by Education Services Management Teams and actions taken as required if any trends are identified. New guidance, Fostering Inclusion, Reducing Exclusion, was released at the beginning of the 2021/22 school session.							
% of school leavers moving onto positive destinations [#]	97.5%	94.2%	96.6%	97%	97%	98%	98%
The proportion of young people entering positive destination on leaving school has been generally improving and is also largely maintained in the follow-up survey. Central ECS staff are working to provide strategic support for schools to engage with the employability agenda through work on career skills development; workshops and events and a strategic framework for schools to use as part of their Quality Improvement Framework.							
Participation measure for 16–19-year-olds (NOTE: FINANCIAL YEAR, NOT ACADEMIC)	93%	95%	94%	94%	94.5%	95%	
This measure reports on participation in education, training or employment for all 16–19-year-olds from across the population rather than focusing specifically on school leavers. The measure shows a gradual improvement in the proportion of young people in education, training or employment, but the							

Learning and Attainment

Indicator	Performance			Targets			
	2018/19	2019/20	2020/21	2020/21	2021/22	2022/23	2023/24
latest year will likely have been impacted by the economic effects of the COVID-19 pandemic. The figures are above the Scottish average of 92.2% in 2021.							
Number of young people achieving awards	442	324	657	600	600	600	600
220 young people achieved their full Duke of Edinburgh Award with a further 121 gaining their Certificates of Achievement. Through our youthwork partnership, 281 young people were recognized for their contributions within their localities, 14 Hi5 awards were delivered through the families Empowering Communities Project along with 5 Dynamic Youth awards. Through our Primary schools project a further 16 Paddle Sports were also achieved by primary school pupils.							
Proportion of schools with a Condition of Good or Satisfactory	90%	90%	90%	-	90%	90%	94%
A school's condition is the current state of its fabric. The national average for schools in Scotland in 2021 was 90%.							
Proportion of schools with a Suitability of Good or Satisfactory	88%	91%	90%	-	90%	90%	90%
Suitability provides a measure of the extent to which a school building and its grounds provide an environment which supports quality learning and teaching. The national average for schools in Scotland in 2021 was 87%.							
Proportion of pupils successfully accepted into school of choice							
Primary	76%	62%	71%	-	75%	77%	79%
Secondary	76%	65%	85%	-	85%	87%	89%
This was a new indicator introduced in 2021/22 to monitor the ability of the service to meet the placement requests of pupils across Perth & Kinross, where parents opt to send their child to a school other than their designated catchment school. Placing requests are considered and determined based on a number of factors including; capacity within schools, individual class sizes and class structures, intake levels of catchment pupils, staffing allocations and reserved places for catchment pupils. Some or all of these factors vary on an annual basis which directly impacts on the numbers of placing requests which can be granted each year in primary and secondary schools.							

Health and Wellbeing

[illegible]

Care and Equity

Indicator	Performance			Targets			
	2019/20	2020/21	2021/22	2021/22	2022/23	2023/24	2024/25
% Looked After Children with more than 1 placement in the last year (Aug-July)	23%	24%	24% (Mar 2022)	20%	20%	20%	20%
There were 280 Looked After Children on 31 Mar 2022, of whom 67 had more than one placement in the last year. A significant number of these moves are positive, with children and young people moving to be with their parents, with family members, or to permanent alternative care.							
% of looked after reviews (accommodated children) which are held within statutory timescales	82%	84%	83%	95%	95%	95%	95%
During the 2021/2022 reporting year, 572 looked after children reviews took place. Most reviews took place on time (83%) however, 96 reviews were delayed.							
Balance of care for looked after children (LGBF) #	96%	96%	94% (Mar 2022)	90%	90%	90%	90%
<i>Foster Care</i>	39%	39%	37%				
<i>Kinship Care</i>	32%	32%	34%				
There were 280 Looked After Children on 31 Mar 2022, of whom 262 were in community placements, and 18 were in residential or secure care placements.							

Care and Equity

[illegible]

Safe and Protected

Indicator	Performance			Targets			
	2019/20	2020/21	2021/22	2021/22	2022/23	2023/24	2024/25
% of initial child protection case conferences (ICPCCs) within timescales	71%	78%	75%	91%	92%	92%	92%
% of Unborn Baby Initial Case Conferences held within timescales	67%	79%	68%	92%	92%	92%	92%
% of child protection review case conferences within agreed timescales	92%	94%	88%	95%	95%	95%	95%

During the year, there were 40 ICPCCs for a total of 79 children and young people. The percentage of ICPCCs taking place within timescales has increased from 45% in 2018/19 to 75% in 2021/22. Out of a total of 34 Unborn Baby Case Conferences, 23 were completed on time. Out of a total of 132 review case conferences, 116 were completed on time. To alleviate the pressures from an increased number of Initial and Unborn Baby Case Conferences required, Review CPCCs were rescheduled to allow more Initial and Unborn Baby CPCCs to take place, ensuring that immediate risk was addressed

Safe and Protected

Indicator	Performance			Targets			
	2019/20	2020/21	2021/22	2021/22	2022/23	2023/24	2024/25
% of children on child protection register over 12 months	12%	21%	8%	13%	13%	13%	13%
<p>There were 60 children and young people on the register on 31 March 2022. Of the 60 children and young people, 5 (8%) have been on the register for over 12 months.</p>							
Proportion of Young Carers with a completed Young Carers Statement	30%	65%	20%	85%	90%	90%	90%
<p>As of 31 March 2022, there were 498 Young Carers receiving support from PKAVS, of these 100 young people had a completed Young Carers Statement (YCS).</p> <p>Changes to the referral process now ensure that all Young Carers have a YCS when they begin receiving support. This indicator will be reviewed to report on the new process.</p>							

Safe and Protected

Indicator	Performance			Targets			
	2019/20	2020/21	2021/22	2021/22	2022/23	2023/24	2024/25
Percentage of Criminal Justice Social Work Reports (CJSWR) submitted to court on time	97%	98%	96%	99%	99%	99%	99%
493 out of 512 Criminal Justice Social Work reports were submitted to court by 12pm the day before the case was due to be heard, as per Criminal Justice Social Work National Standards.							
Community Payback Order completion rates	-	-	-	-	Baselining		
This is a new indicator introduced in 2022/23 to measure the performance of the Community Payback Order process more clearly.							
Unpaid Work completion rates	-	-	-	-	Baselining		
Unpaid Work backlog	-	-	-	-	Baselining		
New indicators introduced in 2022/23 to measure the performance of the Unpaid Work process more clearly.							
Percentage of Parole reports submitted on time:							
HMP Perth	-	-	-	-	Baselining		
HMP Castle Huntly	-	-	-	-	Baselining		
New indicators introduced in 2022/23 to measure the performance of the Parole process more clearly							

Deleted Indicators

Indicator	Performance			Reason for Deletion
	2019/20	2020/21	2021/22	
Number of new Community Payback Orders (CPO)	347	142	278	Replaced by a measure of completion rates, which more clearly measures the performance of the CPO process.
Percentage of Community Payback Order clients with improving situations, attitudes, engagement.	77% (avg.)	-	-	The downturn in new Community Payback Orders coupled with a move by social work staff to telephone contact with clients has resulted in a lack of meaningful questionnaire data being collated during 2020-21 and 2021-22.
Number of job requests for the unpaid work team	355	72	195	Replaced by measures of completion rates and backlog, which more clearly measures the performance of the UPW process.
Average weekly hours worked by clients to complete the unpaid work requirement of Community Payback Orders	5.4 (avg.)	2.2 (avg.)	2.2 (avg.)	
Prisoners receiving a social work induction within 5 days of allocation	-	100%	89%	Replaced by measures of the provision of Parole reports to more clearly focus on the priorities of the service.
Statutory case closures signed off with 5 working days of release	59%	22%	24%	

6. GLOSSARY

ACORN	A Classification of Residential Neighbourhoods
ADES	Association of Directors of Education in Scotland
ASN	Additional Support Needs
BGE	Broad General Education
CfE	Curriculum for Excellence
CIAM	Change Is A Must
CJSW	Criminal Justice Social Work
CLPL	Career-long Professional Learning
COPE	Children who are Open to social work for Planned interventions in the Evenings and weekends
CPO	Community Payback Order
ECP	Early Childhood Practitioner
ECS	Education and Children's Services
ELC	Early Learning and Childcare
FGDM	Family Group Decision Making
FTE	Full-time equivalent
GIRFEC	Getting It Right For Every Child
IMS	Instrumental Music Service
LGBF	Local Government Benchmarking Framework
MAPPA	Multi-agency public protection arrangements
PEF	Pupil Equity Fund
PIE	Parental Involvement and Engagement
PKC	Perth & Kinross Council
PRAISE	Primary Raising Attainment and Inclusion, Supporting Education
PSA	Pupil Support Assistant
SCQF	Scottish Credit and Qualifications Framework
SCYPF	Services for Children, Young People and Families
SHIP	Support, Help & Integration in Perthshire
SIMD	Scottish Index of Multiple Deprivation
SMT	Senior Management Team
SQA	Scottish Qualification Authority
TRIC	Tayside Regional Improvement Collaborative
UNCRC	United Nations Convention on the Rights of the Child