

PERTH AND KINROSS COUNCIL

**Lifelong Learning Committee
28 January 2015**

**Scrutiny Committee
11 February 2015**

Standards and Quality Report 2013/14**Report by Executive Director (Education and Children's Services)****PURPOSE OF REPORT**

Education and Children's Services continue to provide services which support better outcomes for people and communities across Perth and Kinross. The Standards and Quality Report reflects on the activities of the Service over the past year and presents an overview of the Service's key strengths and areas for development and/or improvement.

1. BACKGROUND/MAIN ISSUES

- 1.1 The Standards in Scotland's Schools etc. Act (2000) places a statutory duty on education authorities to report on standards and quality in schools. In line with this, Perth and Kinross Council have published an annual Standards and Quality Report since 1999 and, since 2003, this has been extended to cover all aspects of Education and Children's Services.
- 1.2 Due to nature of the investment and development made in longer-term programmes and activities aimed at improving outcomes, much of the reported activity in Education and Children's Services is around progress on delivery of these.
- 1.3 The Standards and Quality Report has been collated as part of the Service's approach to self-evaluation, and is a key element of the Council's on-going commitment to public performance reporting.

2. PROPOSALS

- 2.1 Education and Children's Services will continue to support the delivery of the Community Plan/Single Outcome Agreement (SOA) by raising achievement for all; supporting vulnerable children and families; improving the quality of life for individuals and communities; and enabling the delivery of high quality public services.
- 2.2 The Standards and Quality Report is an account of some of the diverse work which the Service has delivered over the past year, making a difference to our children, young people, their families and communities.

2.3 The Service uses a range of self-evaluation frameworks including:

- How Good is Our Council?
- How Good is Our Community Learning and Development 2?
- Quality Management in Education 2;
- How Good is Our School?
- How Well Are We Improving the Lives of Children and Young People? (draft published for consultation)
- How Good is Our Culture and Sport?

2.4 In line with these frameworks, the Standards and Quality Report seeks to address:

- the key outcomes we have achieved;
- how well the needs of stakeholders are met;
- how good is our leadership; and
- what is our capacity to improve?

2.5 In summary, the Service's key strengths:

- a strong culture and ethos of improving outcomes through integrated services and partnership working at all levels;
- well planned, proportionate support and challenge for schools;
- continued improvement in Scottish Qualification Authority (SQA) awards, keeping our performance in line with or above our comparator average in almost all key measures, a sustained focus on the wider achievements of young people, and further improvement in the numbers of young people leaving school and moving into and sustaining a positive destination.
- continued good progress with the implementation of Curriculum for Excellence in line with our strategic framework Creating a Curriculum for Excellence;
- a continued focus on prevention and early intervention through enhancing access to universal services and targeted support for children and young people;
- the number of communities effectively engaged in the various sporting and cultural activities throughout 2014, in particular the Ryder Cup;
- the reshaping of services to respond to the changing needs of communities as a result of ongoing welfare reform;
- a wide range of both universal and targeted learning opportunities which are improving access to learning for all ages, in all localities; and
- continued delivery of a high quality IT service.

2.6 Education and Children's Services recognise the need to review and develop key service areas to ensure continuous improvement and best value. The report signposts key areas for improvement which will be used to inform the development of the Service's Business Management and Improvement Plan 2015/16:

- further developing appropriate support for children aged 0-3 years and their families across Perth and Kinross through the Early Years Strategy;
- improving the developmental outcomes for children and young people through the implementation of evidenced based programmes and interventions by way of response to the priorities identified through the Evidence2Success surveys;
- scaling up the tests of change identified as having the biggest impact on improving outcomes for children, young people and their families as part of our work in the national Early Years Collaborative;
- ensuring we plan to meet all new duties placed on us by the Children and Young People (Scotland) Act 2014;
- improve the quality of learning and teaching in all of our schools through the further development of Teacher Led Communities (TLCs);
- continue implementation of school based curriculum plans for senior phase to include effective implementation of National 4 and 5 qualifications, new higher course and achievement awards;
- implementing the Child Protection Committee Improvement Plan;
- further develop the Council's Corporate Parenting responsibilities, taking into account the new duties arising from the Children and Young People's (Scotland) Act 2014;
- embedding integrated assessment and planning across services in line with Getting it Right for Every Child in Perth and Kinross;
- continue to enhance provision for secondary pupils with social, emotional and behavioural needs and extend the range and quality of provision for children and young people with autism spectrum (ASD) and other developmental disorders;
- building community capacity across Perth and Kinross and progressing place-based integration of services that meets the needs of our localities; and
- update the corporate IT strategy to ensure continued alignment with the Corporate Plan and national Public Sector ICT strategies.

2.7 Following approval, the full Standards and Quality Report will be published on the Council's website (www.pkc.gov.uk) as part of Education and Children's Services on-going commitment to report to the public on the performance of the services we provide.

3. CONCLUSION AND RECOMMENDATIONS

Education and Children's Services has a clear focus on supporting the best possible outcomes for our service users, and areas identified for improvement will be used to inform the development of the Service's Business Management and Improvement Plan 2015/16.

3.1 It is recommended that the Lifelong Learning Committee:

- (i) Considers and accepts the Education and Children's Services Standards and Quality Report 2013/14 (Appendix 1); and

- (ii) Agrees that it is made available on the Council's website to staff, parents, carers, Parent Councils, external agencies and the wider community in Perth and Kinross.

3.2 It is recommended that the Scrutiny Committee:

- (i) Scrutinises and comments as appropriate on the Education and Children's Services Standards and Quality Report 2013/14 (Appendix 1).

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Approved

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1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	Yes / None
Community Plan / Single Outcome Agreement	Yes
Corporate Plan	Yes
Resource Implications	
Financial	No
Workforce	No
Asset Management (land, property, IST)	No
Assessments	
Equality Impact Assessment	No
Strategic Environmental Assessment	No
Sustainability (community, economic, environmental)	No
Legal and Governance	No
Risk	No
Consultation	
Internal	Yes
External	No
Communication	
Communications Plan	Yes

1. Strategic Implications

Community Plan / Single Outcome Agreement

- 1.1 This section should set out how the proposals relate to the delivery of the Perth and Kinross Community Plan / Single Outcome Agreement in terms of the following priorities:

- (i) Giving every child the best start in life
- (ii) Developing educated, responsible and informed citizens
- (iii) Promoting a prosperous, inclusive and sustainable economy
- (iv) Supporting people to lead independent, healthy and active lives
- (v) Creating a safe and sustainable place for future generations

This report relates to all five objectives in the Community Plan/Single Outcome Agreement.

Corporate Plan

- 1.2 The Perth and Kinross Community Plan 2013-2023 and Perth and Kinross Council Corporate Plan 2013/2018 set out five strategic objectives:
- (i) Giving every child the best start in life;
 - (ii) Developing educated, responsible and informed citizens;
 - (iii) Promoting a prosperous, inclusive and sustainable economy;
 - (iv) Supporting people to lead independent, healthy and active lives; and
 - (v) Creating a safe and sustainable place for future generations.

This report relates to all five objectives in the Corporate Plan.

- 1.3 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area: Change and Improvement

2. Resource Implications

N/A

3. Assessments

Equality Impact Assessment

N/A

Strategic Environmental Assessment

N/A

Sustainability

N/A

Legal and Governance

N/A

Risk

N/A

4. Consultation

Internal

- 4.1 All Heads of Service within Education and Children's Services have been consulted in the preparation of this report.

External

- 4.2 N/A

5. Communication

- 5.1 Following approval, the Standards and Quality Report will be published on the Council's website as part of Education and Children's Services on-going commitment to report to the public on the performance of the services we provide. Hyperlinks (underlined) are provided within the document to allow the reader to refer to supporting information.

2. BACKGROUND PAPERS

No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

3. APPENDICES

Appendix 1: Education and Children's Services Standards and Quality Report 2013/14.



Education and Children's Services

Standards and Quality Report 2013/14

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Foreword

Welcome to our Standards and Quality Report 2013/14

Education and Children's Services continue to provide services which support better outcomes for people and communities across Perth and Kinross. We are focused on delivering outcomes in line with GIRFEC¹, providing high quality, integrated services and delivering sustainable improvement.

Our Standards and Quality Report is an opportunity to reflect on how we are continuing to deliver national and local outcomes and making a difference to learners, participants, service users, families and communities.

We continue to **support vulnerable children and families**. The demand for services is growing and we continue to work closely with our partners to address vulnerability and need, minimise risk and improve the life chances of children and young people. Children, young people and families are listened to, understood and respected. We strive to provide the help they need, when they need it and for as long as they need it. We continue to promote early intervention in line with our work on Evidence2Success and the Early Years Collaborative. Priorities are identified and driven forward through the Integrated Children's Services Plan 2013 – 2018 and reflected in our **Children & Families' Services Strategy**. We continue to progress the priority actions within to support better outcomes for children, young people and families.

Raising achievement for all continues to be a key priority. Levels of attainment across Perth and Kinross continue to improve and this year's SQA² results were very good for S4-S6. We continue to make good progress with Curriculum for Excellence in line with our strategic framework **Creating a Curriculum for Excellence** and national guidance. This year saw the first year of the

new national qualifications being successfully delivered in all of our secondary schools. The revised School Improvement Framework and on-going support and challenge have led to improving evaluations in most schools during external inspection.

Improving the quality of life, including through 'lifelong learning', for people and communities is central to our outcomes. In 2013/14, we have invested in our mobile library service and continue to invest in new technology, online services in libraries as well as securing external funding to refurbish our museums and galleries. We offer a wide range of learning opportunities for young people, adults, families and communities which support people into work and develop confident, active citizens.

As with all councils, we face many challenges. Through our Corporate IT Services and our Service Change and Improvement team we provide significant support to **enable the delivery of high quality public services** and ensure that we can successfully address both the challenges and opportunities ahead. Our website has achieved the highest rating for the past two years from SOCITIM³ and the implementation of our transformational change projects continues to improve the service we deliver.

We remain committed to achieving meaningful outcomes for the people of Perth and Kinross. We will continue to ensure that our services are responsive to the needs of people and their communities.

Councillor Bob Band
Convener, Lifelong Learning Committee

John Fyffe
Executive Director, Education and Children's Services

¹ Getting it Right for Every Child is a national programme to improve outcomes for all children.

² Scottish Qualifications Authority

³ Society of Information Technology Managers.

Executive Summary

This section of the report provides a summary of the contribution Education and Children's Services has made to the Council's Strategic Objectives and how the Service will improve.

Education and Children's Services provide a range of services which make a positive difference to our learners, participants, service users, families and communities. This Standards and Quality Report sets out a review of the contribution Education and Children's Services have made to the Council's Strategic Objectives through the delivery of positive outcomes and support for individuals and communities. The report also addresses how the Service will improve.

In summary:

- Positive inspection reports continue to evidence high standards across social work and care services to protect and look after vulnerable children and families.
- We maintain a focus on prevention and early intervention through broadening the scope of universal services and realigning targeted support as required.
- Our commitment to giving every child the best start in life is demonstrated through the delivery of the Early Years Strategy, our engagement with the Early Years Collaborative (EYC) and the work we are progressing through Evidence2Success (E2S). We have extended the number of hours of Early Learning and Childcare for all 3-5 year olds, and for defined groups of 2 year olds from 475 to 600.
- We continue to provide well planned, proportionate support and challenge to schools through the School Improvement Framework, leading to most schools receiving positive evaluations in external inspection.
- We continue to make good progress with implementation of Curriculum for Excellence in line with our strategic framework Creating a Curriculum for Excellence.
- The 2013/14 SQA results demonstrate that we continue to make very good progress in raising the attainment of pupils in Perth and Kinross.
- We continue to provide a good range of wider achievement opportunities for young people, by supporting them to gain awards and participate in activities that build their confidence and personal resilience.
- A range of support is provided to children and their families to enable them to attend school.
- Through the Perth and Kinross Guarantee we continue to offer a range of approaches which help develop skills for learning, life and work.
- We continue to deliver a wide range of both universal and targeted learning opportunities for young people, adults, families and communities and are improving access to informal and accredited learning in all localities.
- We are investing in our cultural venues and programmes. Local creative industries are being supported as a vital part of the local economy and to increase access to arts and culture for all.
- We deliver a broad range of activities which help children, young people and families make positive choices in relation to their health and wellbeing.
- Our Sport and Active Recreation services have a key role in supporting people to live longer, healthier lives. Participation in sport and active recreation is very good and generally increasing.
- We are good at delivering the necessary support to build capacity in local communities. The success of community-led organisations is evidenced by increased levels of community income generation and volunteering.
- We continually strive to improve the accessibility of our services through enhancements to our properties and investment in technology.

Education and Children's Services have continued to gain recognition for a range of services provided and remain committed to sharing good practice. Indicative of this are our approaches to Family Learning. Education Scotland will be publishing a national report which highlights provision in Perth and Kinross as sector leading.

Section One of the Standards and Quality Report sets out some of the challenges and opportunities presented by a reduction in resources, changing demographics and emerging trends in need. Within this context we continue to embrace an ambitious improvement programme. This is set out in the Service's Business Management and Improvement Plan 2014/15. Key improvement actions include:

- Further develop enhanced support for children aged 0-3 years and their families across Perth and Kinross through the Early Years Strategy. A particular emphasis will be placed on speech and language through programmes such as Talk, Listen, Communicate.
- Implementing the Child Protection Committee Improvement Plan.
- Enhance provision for secondary pupils with social, emotional and behavioural needs through Navigate, and extend the range and quality of provision for children and young people with autism spectrum (ASD) and other developmental disorders.
- Improve support to those children identified as having enduring and complex disabilities for transition and independence.
- Provide increased choice and opportunity for young people through the further development of Perth City Campus incorporating a virtual learning environment.
- Improve the developmental outcomes for children and young people through the implementation of the Evidence2Success project and participation in the Early Years Collaborative.

- Develop consistent multi-agency approaches to creating a Child's Plan.
- Support vulnerable young children and care leavers through greater integration of services.
- Improve workforce planning through the implementation of the Service Workforce Plan.
- Provide opportunities for employees to learn from different perspectives and possibilities, to be challenged and to be inspired to put new ways of thinking and working into practice.
- Promote and develop teacher learning communities in all schools to facilitate co-operative learning and training.
- Ensuring effective community engagement in the Community Planning process.
- Reviewing key services through the Community Planning Partnership (CPP) community empowerment working group.
- Review of School Estate.

Education and Children's Services

Our vision is of a confident ambitious Perth and Kinross to which everyone can contribute and in which all can share.

Education and Children's Services has a key role in supporting the delivery of the Council's strategic objectives.

Perth and Kinross Community Plan 2013 – 2023 The Council's Corporate Plan 2013-18 sets out five strategic objectives:

- Giving every child the best start in life
- Developing educated, responsible and informed citizens
- Promoting a prosperous, inclusive and sustainable economy
- Supporting people to lead independent, healthy and active lives
- Creating a safe and sustainable place for future generations

Supporting the delivery of these objectives, Education and Children's Services' Statement of Intent and Policy Framework set out four key priorities:

- supporting and protecting vulnerable children and families
- raising achievement for all
- improving the quality of life for individuals and communities
- enabling the delivery of high quality public services.

The Education and Children's Services Business Management and Improvement Plan (BMIP) sets out the key actions which will be delivered by the Service to contribute to the delivery of the Council's strategic objectives. Our Standards and Quality Report is an opportunity to reflect on how we are making a difference to learners, participants, service users, families and communities. In this, it seeks to address:

- How well we deliver on outcomes and support individuals and communities
- How well we improve the quality of our work.

Our on-going focus is to ensure that children and young people are safe, healthy, achieving, nurtured, active, respected and respectful, responsible and included. Key to this is that they receive the help they need, when they need it. In line with both the Scottish Government Programme for Government and the Government's Public Sector Reform Programme, our clear focus is on prevention and early intervention. This is demonstrated through our commitment to achieving the aims of our Early Years Strategy and our approach to implementing the principles of GIRFEC⁴. We have been well placed to meet all new statutory duties placed on Local Authorities arising from the Children and Young People (Scotland) Act 2014 in relation to Early Learning and Childcare and free school meals for all children in P1-3.

Sustained provision and partnership working will continue to underpin the delivery of our services. This is in line with the Scottish Government's increasing expectations for Community Planning Partnerships to work together collaboratively to improve outcomes. We also recognise the importance of making connections across services and the contribution of our services to a wide range of outcomes. In addition, the Community Empowerment and Renewal Bill sets a clear agenda to build on our experience of working with communities to support them to achieve their own goals and aspirations through taking independent action and by having their voices heard in the decisions that affect their area. Linked to this, personalisation is driving the shape of all public services, and the Service recognises the need to engage individuals, families and communities and to work in new ways with other parts of the public sector to improve services.

⁴ Getting it Right for Every Child is a national programme to improve outcomes for all children

Curriculum for Excellence (CfE) sets us the challenge of helping all children and young people develop the skills and attributes required to enable them to become successful, responsible and effective citizens. This is the second year we are reporting on progress in relation to The Broad General Education at S3. Our continuing focus for secondary schools is the effective implementation of National 4 and 5 qualifications, and our on-going priority is to build on our success in raising attainment whilst broadening the range of planned opportunities for achievement for all our pupils and young people.

Through an ambitious Improvement Plan we continue to plan for, and respond to, the challenges and opportunities presented by a reduction in resources, changing demographics and trends in need and new legislation, including welfare reform. Key to this will be how we ensure that we have the right people in place to deliver changing services.

Demographics: The estimated population of Perth and Kinross in 2013 was 147,750; an increase of 0.7% from 146,652 in 2011⁵. Since 1985 the population of Perth and Kinross has risen and this growth is projected to continue. Although it is the 75+ age group which is projected to increase most in size, the population aged under 16 is also projected to increase significantly over the next twenty five years⁶. In the 2014 pupil census there were 7,582 secondary pupils and 10,104 primary pupils attending Perth and Kinross Council schools. It is anticipated that population growth will continue to place increasing demands on our services, particularly in matching provision to areas of growth.

The population of Perth and Kinross is spread across a large geographical area. Providing access to essential services to a dispersed population over a large geographic area presents particular challenges. For example, primary school sizes vary significantly. Nine primary schools have fewer than 20 pupils whilst two have over 400 pupils⁷. Additionally, two schools are currently mothballed.

⁵ Source: 2011 Census

⁶ Source: <http://www.nrscotland.gov.uk/statistics-and-data/statistics>

⁷ Source: 2014 Pupil Census

Narrowing the inequality gap and supporting community capacity is a key challenge for the Council and our partners to ensure we address social deprivation where it exists in localities.

Supporting and protecting vulnerable children and adults is our most important responsibility and we work closely with other public agencies and the voluntary sector to ensure that effective measures are in place. Recent trends suggest that levels of need are increasing. The overall number of Looked After Children has increased by 3.4% on last year to 245 in 2014. The number of accommodated children within this has increased considerably including a 22% increase in Kinship Care. The number of child protection investigations has also increased by 35%. In addition the number of children placed on the Child Protection Register throughout the year has increased from 68 in 2012/13 to 88 in 2013/14. The Toxic Trio (children affected by parental substance use; mental ill health; and domestic abuse) continues to be the major area of concern and risk to children (including those who are not yet born) and young people in Perth & Kinross. Child Concern Reports are screened through our Multi Agency Screening Group and any specific concerns around substance misuse are taken forward by the Children Affected by Parental Substance Misuse Operational Group.

Delivery: We deliver services in a range of ways through schools, community learning centres, family centres, libraries and museums. In addition, we commission provision through service level agreements, contracts, partnerships and agreements with other providers, agencies and services.

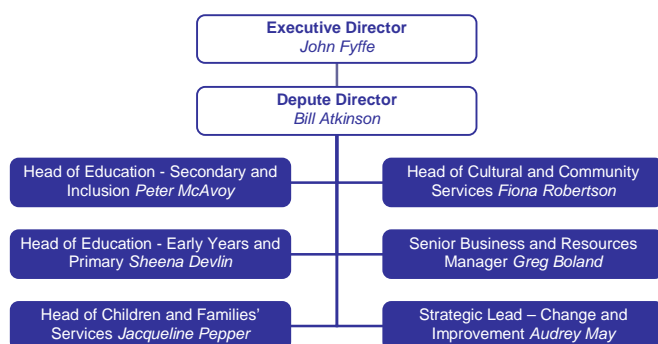
The Council is responsible for 10 secondary schools, 75 primary, one special school (nursery, primary and secondary) and one pre-school centre. We also provide services through one Neighbourhood Centre at Fairfield, a Community Learning Centre in Letham and the Learning Curve Literacies Centre in AK Bell. Our six community campuses offer gyms, fitness classes and sports facilities, meeting and conference venues, libraries and catering services. In addition to four campus libraries, the Service operates a further nine libraries as well as Perth Museum and Art Gallery, the Fergusson Art Gallery and Alyth Museum.

Almondbank House provides a facility for integrated support to vulnerable children and their families. This includes an education provision for primary children with complex social, emotional and behavioural difficulties. Within the Almondbank campus the Cottages provide residential childcare. *Navigate* at George Inn Lane, which opened last year, continues to provide an education and support service for young people between 12 and 16 years working in partnership with Perth and Kinross secondary schools.

Both @Scott Street and Woodlea Cottage opened in 2010. @Scott Street offers young people a modern facility and a single access point to services. Woodlea Cottage provides integrated respite care for young people with complex, multiple and enduring needs. Over the last 2 years this service has undergone redesign and now provides a wide range of support for families on an outreach basis which has allowed more children to be cared for within their own family and to be educated and included within their local community.

The management of the Service is organised into six service delivery areas each led by a senior officer who provides the strategic leadership in their area of Service. Together with the Executive and Depute Directors they form the Service's Senior Management Team. As a collective the Senior Management Team has a clear focus on integrated working.

Diagram 1: ECS Senior Management Team



Our Delivery Principles: The four pillars of reform lie at the heart of our approach with a focus on early intervention and prevention, investment in people, local integration and partnership and continued performance improvement.

Place: We will continue to work collaboratively with colleagues across Perth and Kinross Council and partner organisations to deliver tangible improvement in outcomes and reduce inequalities. We also recognise that we need to support communities to achieve their own goals and aspirations. This will be delivered by increasing the move towards locality working based on robust knowledge and understanding of community assets.

Prevention: The benefits of early intervention and prevention are clearly evidenced and well understood across the Service at all levels. Our focus is on the effective implementation of our developing ideas to deliver positive outcomes and make improvement happen faster.

People: We already have a strong culture and ethos of improving outcomes through integrated and partnership working at all levels. We will continue to build on this and we will continue to support employees to develop integrated professional practice. We will also continue to provide strong leadership of improvement and change and promote the development of leadership skills across and throughout all levels of the Service.

Performance: We recognise the continued need to develop outcome based approaches and ensure that the performance information we collect will support our focus on place, outcomes and enhancing service delivery. The Early Years Collaborative and the Evidence2Success project provide an opportunity to take a more systematic and collaborative approach to performance improvement. We further intend to embed the use of performance information at all levels to evidence impact and inform effective improvement, making better use of available research and evidence to drive our plans, practices and spend.

Giving Every Child the Best Start in Life

Improving outcomes for children and young people is the core business of Education and Children's Services. Our continued focus is to ensure that children receive appropriate support to meet their needs.

This section sets out what progress Education and Children's Services has made in delivering outcomes and supporting individuals and communities under the objective: *Giving Every Child the Best Start in Life*.

We continue to receive positive inspection reports evidencing our commitment to support and protect vulnerable children and families.

This year we received a very positive Care Inspectorate report on Woodlea Cottage. Woodlea Cottage opened in June 2010. The service provides young people with complex, multiple and enduring needs planned residential respite care at weekends and planned programmes of living away from home to assist them gain independence skills and experiences. The inspection rated the provision at Woodlea as very good on all four key quality indicators an improvement on the last inspection.

This is an impressive service providing high standards of care and support to children with disabilities and their families.

Care Inspectorate Inspection of Woodlea Cottage, June 2013

An inspection of The Cottages at Almondbank House was undertaken in October 2013. The Cottages provide emergency or respite residential care and support for children and young people. The inspection found both the quality of care and support and the quality of staffing very good.

The Cottages provide children and young people with a very good level of care and support in a warm, nurturing environment.

The management team and staff are skilled and experienced, and demonstrated a high level of commitment to the provision of a very good quality care service.

Care Inspectorate Inspection of The Cottages Cottage, October 2013

We Care Perthshire was inspected in February 2014. The service is a small support service registered to provide support to children under the age of 18 and their families in their own homes and the community. The inspection rated the service as good in the three quality indicators against which it was measured.

This service provides flexible, person-centred support to children, young people and their families, and offers them opportunities to participate in community activities in line with their needs and interests.

Care Inspectorate Inspection of The Cottages February 2014

We have also received very positive inspection reports for our Fostering and Adoption services with ratings of good or very good in all quality indicators. We continue to provide alternative permanent care arrangements for children, particularly in early years.

The Care Inspectorate identified one requirement from all the inspections carried out this year. To ensure reviews of personal plans at Woodlea were carried out within necessary intervals, this has now been achieved. Progress with all recommendations has been reported to the Executive Sub Committee of the Lifelong Learning Committee.

Our continued focus is on prevention and early intervention through enhancing access to universal services and targeted support.

We continue to apply strategies to minimise harm to children and young people and to take action immediately, where necessary, and provide support in response to concerns as quickly as possible.

Our partnership working is continually improving. We respond effectively to Child Concern Reports through the Multi Agency Screening Group (MASG). Education services are represented at every MASG meeting, twice weekly across the year, and relevant information from all police concern reports is shared with the appropriate school, as are the outcomes from the MASG. For every child, schools contribute information and concerns which inform judgements made at MASG. Our focus is on Getting it Right for Every Child (GIRFEC) and the development of the Child's Plan is helping to ensure we deliver this for each child.

This year the focus for our Child Protection services has been to concentrate on the 'Toxic Trio' of problematic alcohol and/or drug use, parental mental ill-health and domestic abuse. To facilitate this process we have recruited a number of new inter-agency practitioners to act as assessors. We have also adopted a new quality assurance model made up of three elements: case file reading analysis; team around the child meetings; and meetings with children, young people and their parents/carers. The new approaches together have improved collaboration between services and with clients and it is anticipated this will ultimately lead to better outcomes.

Our annual case file audit highlighted a number of key strengths in our practice including the collaboration between services and information sharing practice. We also identified four clear areas for improvement which include: improving the consistency of our early response; improving the use of chronologies across services; developing SMART (*specific, measurable, achievable, realistic and time-bound*) outcomes for children and improving collaboration with substance misuse services.

Perth and Kinross Council's Child Protection procedures e-book was launched in June 2014 and now provides clear guidance for all staff in ECS. This centralised, easily accessed resource will be regularly updated to ensure judgements made are based on current national and local guidance. Flowcharts and FAQs sections have been designed to ensure clarity of a decision making process which promotes sound judgement.

This year there has been a 21% increase in Child Concern Reports received by the Council. The majority of these reports were submitted by Police Scotland. These reports can reflect repeated concerns for the same children. However, the increase indicates that the greater awareness raising and improved partnership working are having a positive impact on identifying where children may be vulnerable so that action can be taken.

[Further information: Child Protection Committee Standards and Quality Report 2013/14](#)

Case Study: PKAVS Young Carers Service

Prevention and Early Intervention,

Perth and Kinross Council has worked in Partnership with Perth & Kinross Association of Voluntary Service (PKAVS) in supporting their Young Carers Service. The service was set up in 2011 and provides support to children and young people who act as carers in Perth and Kinross. Research by the Scottish Government estimates that 1 in 10 children and young people in Scotland have a caring role at home. In Perth and Kinross this could be as many as 3000 young carers.

The number of young carers being support by the service has grown over the years and increased substantially in 2014. In 2011 the service received 65 referrals and in 2014 there were 140 referrals. At present the service is supporting 231 young carers. The service provides respite groups which are delivered during the school term and are age specific. It also provides day trips and residential breaks as well as one to one support and advocacy. The service is largely self-funded but receives a contribution from the Council and the NHS.

Going forward the service is working to improve its collaboration with partners and to improve available funding which will ensure the long term future and allow them to continue to support young carers across the area.

We have made progress this year in a number of areas for Early Years provision. We further expanded provision of Nurture in Nursery. Phase two has now been implemented and the strategies are being embedded. As a result a further eight nurseries have been trained to support improved outcomes for children with attachment difficulties through Nurture provision. Our Early Years Inter-agency Panel has been redesigned and an evaluation has been undertaken to assess the impact it has had. We have also developed assessment tools to support the assessment of school readiness.

Case Study: Making Connections 2

Early Years, Partnership Working

The Early Years Event, Making Connections 2, was held at Dewars Centre on 19 February 2014. The event was planned and organised by the Early Years Project Team with the support of the Childcare Strategy Admin Team.

John Carnochan, former Detective Chief Superintendent with Strathclyde police delivered the keynote presentation. John, as one of the founders of the National Violence Reduction Unit in Strathclyde, provided a motivational insight into the importance of a nurturing environment in the early years of a child's life on life-long chances.

Over 200 delegates attended the event, held over two sessions. Opportunities were available to access information and network with the 42 stalls in the marketplace. A variety of services, both local and national, provided information for attendees in order to support work with children and families.

Formal and informal feedback showed a very positive response to both the inspirational keynote delivered and the variety of early years services within the market place. Pre and post evaluations indicated that delegates valued the opportunity to learn about the range of services available and to network with other professionals, locally.

Almost all⁸ staff working in nursery settings have an enhanced knowledge and understanding of the early years (Pre-Birth to Five) and how to work with children and families to secure better outcomes. This year we have provided Pre-Birth to Three training for staff and other agencies and we also provide Pre-Birth to Three in-house support for partner centres through visits. The Talk, Listen, Communicate (TLC) phase 3 cohort has been trained and accredited through partnership

⁸ Almost all = 90% or greater; most = 75% to 89%; majority = 50% to 74%

working between Early Years Team and Speech Language Therapists, with co-ordination and administration undertaken by the Early Years Team. A programme of planned and responsive CPD opportunities have been delivered across services and the Early Years Team organised the Making Connections 2 Event.

All schools with nursery classes now provide 600 hours of Early Learning and Childcare as required in the Children and Young People (Scotland) Act 2014. Similarly, from August 2014 a number of settings also offer 600 hours of Early Learning and Childcare to all eligible 2 year olds.

Locality networks have been set up to consult with staff and advise on progress. Staffing exercises have been undertaken including recruitment to take account of increased hours and nursery accommodation been aligned to regulation to ensure it is suitable and fit for purpose under the Act. In addition roles and staffing profiles have been reviewed for play assistants, we have introduced senior Early Childhood Practitioners and additional support teachers have been recruited. We also reviewed and updated our Admissions policy and guidance.

Located across Perth & Kinross, Community Link Workers focus upon early intervention and preventative work with young people (primary and secondary aged) and their families. This is through 1:1 sessions, small groups, family support, short courses for young people and parents as well as holiday activities. This year Community Link Workers supported individuals, increasing their confidence, addressing issues and overcoming barriers to their learning. As a result some have engaged in other community based activities, others have supported younger pupils in transition events.

As a result of positive interventions, young people are more aware of their risk taking behaviour and have become more confident to make positive choices and managing difficult situations. Interventions have resulted in positive friendships between peers and strengthening relationships within the home and at school. Many young people have worked towards participating more fully in school and have increased their attendance, completed accredited awards and have improved literacies, Health and wellbeing. This has also facilitated access to wider services.

Our commitment to giving every child the best start in life is demonstrated through the delivery of the Early Years Strategy, our engagement with the Early Years Collaborative (EYC) and the work we are progressing through Evidence2Success (E2S).

Following the results of the initial Evidence2success (E2S) surveys outlined in last year's Standards and Quality Report a number of priority areas for improvement were identified:

- Healthy Gestation and Birth
- School Readiness (4 months to 5 years)
- Engagement with School (9 to 11 years)
- Substance Misuse (9 to 14 years)
- Emotional Well-Being (11 to 15 years)

To deliver improvement in these areas an E2S Improvement Plan was developed. This includes delivery of a portfolio of evidence-based programmes, culture change activity, development of community assets, the workforce and a sustainable financial plan. The evidence based programmes agreed for implementation are:

The Family Nurse Partnership: this will improve Healthy Gestation and Birth by providing a programme of intensive structured home-visiting for teenage mothers from pregnancy until the child reaches 2 years old. The initial pilot has been completed and future delivery will be to around 80 young women per year.

The Incredible Years Parenting Programme: this will improve School Readiness through delivery of a 14 week programme for parents who are looking for support to manage their 3 year olds behaviour better, this will involve 6 groups are being delivered in 2014 and 15 in 2015.

The Strengthening Families Programme: this will reduce Substance Use by providing a skills focused group work programme for children aged 10 and their parents over 7 weeks, by the end of 2015/16 up to 21 groups will be provided covering most areas of Perth and Kinross.

Developing Educated, Responsible and Informed Citizens

Raising attainment and achievement for all is a key priority for Education and Children's Services. Improving standards is embedded in our approaches to Getting it Right for Every Child, through Curriculum for Excellence(CfE) and into a range of adult learning opportunities.

This section sets out what progress Education and Children's Services has made in delivering outcomes and supporting individuals and communities under the objective: **Developing Educated, Responsible and Informed Citizens.**

We continue to provide well planned, proportionate support and challenge to schools through the School Improvement Framework leading to positive evaluations in external inspection.

Each year Education Scotland's scrutiny body (Her Majesty's Inspectorate, HMI) inspects and reports on the quality of education in schools and pre-school centres (including partner providers). Evaluation of each school's performance is assessed across five quality indicators, including three core quality indicators:

Core quality indicators

- Improvements in performance
- Learners' experiences/children's experiences
- Meeting learning needs

Quality indicators

- The curriculum
- Improvement through self-evaluation

Since 2010/11 there has been an improvement in the proportion of pre-school centres being evaluated as good or better in relation to the core quality indicators, with 100% of those inspected in the past three academic years achieving these evaluation ratings.

During academic session 2013/14 two primary, one secondary and one all through school were inspected. In addition the learning community around Crieff High School was also inspected. All schools inspected were evaluated as good or better in relation to all five quality indicators.

Analysis of primary inspection performance over the past three years shows that we have consistently performed above our comparator⁹ authorities on all quality indicators. In three¹⁰ out of the five quality indicators we have been the highest performing authority amongst our comparators. In the remaining two, we are ranked second of the six.

St John's RC Academy Improvement in performance: **very good**

The development of the all-through school within the community campus has meant a period of significant change for the whole school community. Throughout this period, children's and young people's achievements have continually improved. There have been significant improvements in young people's performance in national examinations from S4 to S6.

Inspection of St Johns RC Academy, April 2014, Education Scotland

⁹ Highland, Scottish Borders, Argyll & Bute, Aberdeenshire, Stirling.

¹⁰ Improvement in Performance, Learners' Experiences and The Curriculum

Crieff High School

Meeting learning needs: **Good**

Young people are confident, well behaved, have good relationships with staff and enjoy their learning. Almost all feel safe and well cared for and contribute well to the life of the school and the local community.

Inspection of Crieff High School, June 2014,
Education Scotland

Madderty Primary School

Learner's/children's experiences: **Very Good**

Staff across the school share responsibility for how well children learn. They have high expectations and, alongside the children, are creating an ethos of ambition through the values of the school.

Inspection of Madderty Primary School,
September 2013, Education Scotland

Royal School of Dunkeld Primary School and Nursery Class

Improvement through self-evaluation: **Excellent**

Innovative approaches to self-evaluation are leading to consistently high-quality learning and teaching across the nursery and school. In particular, children's ability to assess their own learning and evaluate the impact of their citizenship groups is sector-leading. The highly-skilled staff reflect continuously together on their practice.

Inspection of Royal School of Dunkeld Primary School and Nursery Class, June 2014,
Education Scotland

The inspection of the learning community around Crieff High School highlighted key strengths in a number of areas. Intergenerational learning, supporting inclusion and positive outcomes across the community, high levels of volunteering with highly ambitious and effective community organisations and partnerships meeting local needs and learning hubs which support groups and services to collaborate effectively and improve services for learners including learners facing additional challenges.

To support the inspection process feedback is routinely gathered from parents and pupils in each establishment. Following the inspections carried out this year some highlights from the parent surveys included: almost all (97%) parents reported that their child felt safe at school; almost all (96%) stated that their child enjoyed learning at school; and almost all (92%) were happy overall with the schools inspected. Results for pupils broadly mirrored the parent questionnaires with most (88%) stating they felt safe and cared for in school; almost all (90%) stating they enjoyed learning at school.

Some potential areas for improvement were also identified from the surveys with the majority of parents (68%) stating that they did not feel their child benefits from school clubs and activities outside the classroom. However, these results varied between schools and this tends to be in more rural areas where transport may be an issue for parents.

Inspection reports are scrutinised by members of the Executive Sub Committee of the Lifelong Learning Committee. Twelve months after an inspection a progress report on the key areas for improvement identified at the time of the inspection is provided to the Area Lead Officer and parents. Where a school has not been evaluated as good or better, the Executive Sub Committee of the Lifelong Learning Committee may choose to further scrutinise the progress made.

All schools produce School Improvement Plans and School Standards and Quality Reports. The school improvement process is now well established and, in addition to HMI inspections, a range of school specific information is submitted by all schools in relation to performance management, planning for improvement and self-evaluation leading to improvement. This information is used to work with headteachers to determine the nature and frequency of support/challenge visits that will be appropriate for each school over the course of any session.

School visits within a planned programme form the core of the school improvement framework. Visits last session (2013/14) provided targeted support for learning and teaching and for assessment and moderation, taking account of expected progress with the implementation of CfE. Visits were supported by the involvement of peer headteachers and, in the secondary sector, peer assessors (HMI Associate Assessors). All parents have the opportunity to contribute to Extended Learning and Achievement Visits through focus groups.

School visits provide clear direction about areas for improvement. The results of Extended Learning and Achievement Visits are published on each school's page on www.pkc.gov.uk/schools

What is Curriculum for Excellence (CfE)?
Curriculum for Excellence is the name for the education system in Scotland, covering nurseries, schools, colleges and community learning. It covers the whole 'learning journey' from 3 to 18, and in some cases, beyond. Children will receive a rounded education, known as a Broad General Education, from early years through to the end of S3, before they specialise and take qualifications from S4 – The Senior Phase. As part of Curriculum for Excellence, Scotland's National Qualifications are changing. Further information about Curriculum for Excellence is available on pkc.gov.uk

Levels of Progression: This is the fourth year of schools planning for learning, teaching and assessment against CfE experiences and outcomes.

Almost all pupils in P4 continue to make good progress at First Level or beyond with their learning in Reading, Writing and Mathematics Listening and Talking. At P7, most pupils made good progress at Second Level or beyond with their learning in Reading, Writing, Mathematics and Listening and Talking. Table 3 shows progress for S3 pupils in relation to the proportion of pupils making very good progress with their learning at Third Level and this is compared with the results for 12/13. All areas show improvement compared to 12/13.

We continue to make good progress with implementation of Curriculum for Excellence in line with our strategic framework Creating a Curriculum for Excellence.

Table 1: P4 Curriculum for Excellence

P4	Pupils making very good progress at First Level or above			
	2011/12	2012/13	2013/14	Trend
	%	%	%	
Reading	89.0	90.1	91.7	↑
Writing	86.7	87.4	89.7	↑
List. & Talk	90.7	91.9	91.3	↑
Mathematics & Numeracy	89.0	90.6	92.7	↑

Source: SEEMIS, 26 June 2014

Table 2: P7 Curriculum for Excellence

P7	Pupils making very good progress at Second Level or above			
	2011/12	2012/13	2013/14	Trend
	%	%	%	
Reading	82.9	85.2	87.0	↑
Writing	78.8	80.1	81.5	↑
List. & Talk	84.3	85.0	86.8	↑
Mathematics & Numeracy	82.5	84.3	87.5	↑

Source: SEEMIS, 26 June 2014

Table 3: S3 Curriculum for Excellence

S3	Pupils making very good progress at Third Level or above			
	12/13		13/14	
	Number	%	Number	%
Reading	1,098	80.1	1,153	82.6
Writing	1,088	79.4	1,125	80.6
List. & Talk	1,104	80.6	1,174	84.0
Mathematics & Numeracy	1,129	82.4	1,170	83.8

Source: SEEMIS, 26 June 2014

Further information: Appendix 2a and [Attainment in Perth and Kinross Schools 2014](#)

Curriculum: CfE is designed to equip young people for life in the twenty-first century. Skills for learning, life and work include: leadership, working with others, problem solving, thinking skills and enterprise. The implementation of CfE continues to progress and strategic curriculum plans are in place across all schools. School based curricular plans have also been implemented in all secondary schools for the senior phase. Implementation is monitored through the School Improvement Framework.

This year we have improved the awareness and ability of teachers to use a range of formative assessment strategies to enhance learning and teaching. This is being achieved through individuals engaging in the first phase of the Tapestry programme. The Tapestry programme is a two year externally facilitated shared learning model providing support to all schools to improve shared learning and collaboration. In addition the use of Teacher Learning Communities has provided planned opportunities for reflective dialogue and professional accountability in and across schools. SQA led moderation events were also arranged centrally to support all curricular areas to promote shared understanding of assessment standards.

Key focus areas in the 2014/15 BMIP include improving the assessment and moderation in schools through support and evaluation and evaluating the impact of strategic curriculum plans on outcomes for learners across primary and secondary schools.

Case Study: Perth City Campus

Curriculum for Excellence, Opportunities for all

The Perth City Campus project and the development of virtual learning environments aim to deliver an enhanced educational experience with improved opportunities for choice, achievement and attainment for all pupils within the Perth City area, working in partnership to maximise the use of the resources available. The project extends the range of Advanced Higher, Higher and Skills for Work courses that are available across the four city schools, courses that may not necessarily have been able to run due to low numbers or it being a minority subject. Some are delivered online.

This session 184 pupils attended courses outwith their school. Pupils demonstrated high attainment levels, with a pass rate of 89% for those who travelled to another school to attend a learning opportunity.

Pupils have also developed wider skills related to independent learning that will be invaluable when moving to further or higher education.

The campus continues to expand the opportunities available to pupils and develop flexible approaches to learning.

"It allows us many opportunities that may not have been available in the past, which is brilliant as it expands career opportunities for many. - quality of teaching is high, and prepares us for further education by forcing us to be more independent regarding our learning and studying etc. - allows us to meet pupils from other schools and develop new friendships." Campus pupil

Learning and Teaching Approaches: The variety of Learning and Teaching approaches utilised across the Authority continues to grow.

To improve learning and teaching approaches this year, a broad range of programmes has been put in place, particularly with the implementation of the new National 4 and 5 qualifications. Teacher representatives in all curriculum areas were SQA trained as 'nominees', which has led to a greater understanding of new courses. Collaborative arrangements to share expertise have been established with other local authorities which have further developed understanding of new qualifications. The capacity of secondary staff to successfully implement new national qualifications was enhanced by engagement with local and national events. As a result all schools were successfully verified by SQA for the new qualifications, demonstrating staff are secure in their understanding of standards.

All schools in all subject areas presented young people at appropriate levels. This led to very good SQA exam results at National Levels 3, 4 and 5. In addition most secondary departments have started to implement the new Higher courses, ensuring appropriate progression from the new National courses.

Increased inter-disciplinary learning approaches are being developed in the secondary curriculum, that allow pupils to demonstrate learning in different contexts. This is evidenced from school and departmental improvement plans. In primary and secondary schools the first phase of cross sector Numeracy Leadership training for a cohort of teachers has significantly impacted on their understanding of, and approaches to, the learning and teaching of numeracy. Innovative teaching practice is being enhanced by the use of technology, for example the use of tablets by learning support staff in specialist provision and the Bring Your Own Device (BYOD) policy facilitated by the provision of Wi-Fi in secondary schools.

Libraries actively work with nurseries, primary schools and community groups to encourage effective and stimulating learning and to support key areas within CfE. 'Pupil takeovers' in campus libraries provide opportunities for collaborative work and better integration with the library while supporting many aspects of CfE. These also form focus groups of pupils who can become library ambassadors within

schools. There is improved contact between community libraries and local primary schools through occasional author visits and this has included author visits to rural schools with the mobile libraries.

Enterprise and Vocational Learning: In 2013/14 pupils achieved almost 650 passes at Access 3, Intermediate 1 & 2 and Higher in SQA Skills for Work courses.

A variety of new vocational learning opportunities have been delivered in 2013/14. Throughout the year 39 pupils across four PKC secondary schools have undertaken 4-week paid internships in partner workplaces, including 10 in Perth and Kinross Council workplaces. Employer evaluations suggest that this experience has been of considerable benefit in preparing these young people for the workplace. Employability courses are being provided by the Business Support Group in almost all secondary schools for targeted pupils. Evaluations of the impact of these courses have been very positive.

Transition: Due to significant support from the Early Years Team, children in most schools and pre-school centres have experienced an enhanced programme of activities to support smooth transitions into primary school. We also continue to support young people with their transition from primary to secondary school and enable them to begin to meet some of their new teachers, subjects and friends. Perth & Kinross Transition Partnership organised 4 Transition days attended by approximately 850 pupils and supported by S3 volunteers.

All secondary schools are now using the P7 profiles to enhance transition planning. A particular focus for this year has been to support transitions for pupils with additional support needs. We held the Help @hand event an annual multi-agency event aimed to supporting transitions for young people with additional support needs. The transition panel has increased the frequency of meetings and improved procedures to allow for consideration of child placements throughout the course of the academic session. Partnership working regarding post school transition with the 16+ coordinator has resulted in more information being available from Education Services to support Young People and a greater knowledge and understanding of the opportunities available and the quality and

appropriateness of these opportunities for young people. Navigate have also supported 12 young people into post-16 destinations.

This year's SQA results demonstrate that we are continuing to make very good progress in raising the attainment of pupils in Perth and Kinross.

Attainment in S4, S5 and S6 is measured against key national indicators for Scottish Qualifications Authority (SQA) awards and compared to the national average and family or virtual comparators. *Further information: Appendix 2b and [Attainment in Perth and Kinross Schools 2014](#).*

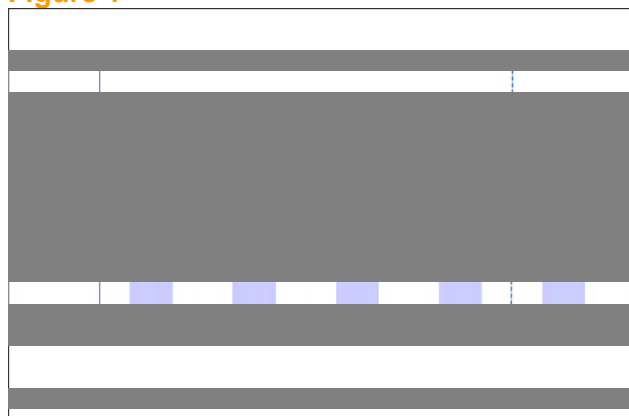
Improving performance:

Perth and Kinross schools presented for the first time the new national qualifications as part of CfE implementation. These are very different qualifications from Standard Grade, with, for example, National 4 being internally assessed by schools. Direct comparisons with Standard Grade are therefore not appropriate. Table 5 describes the SCQF levels and new individual qualifications in addition to previous or existing ones which they have/will replace.

S4 - Attainment

Figure 1 indicates the proportion of pupils achieving five qualifications at SCQF Level 5. Even accounting for the changes in qualifications, this year's results are still the second highest seen in recent years, following last year's exceptionally good results.

Figure 1

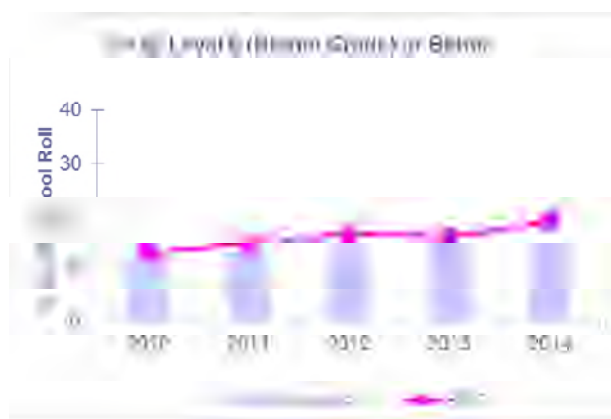
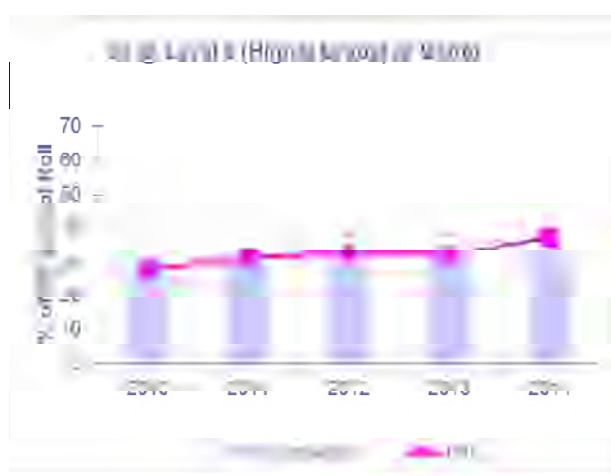
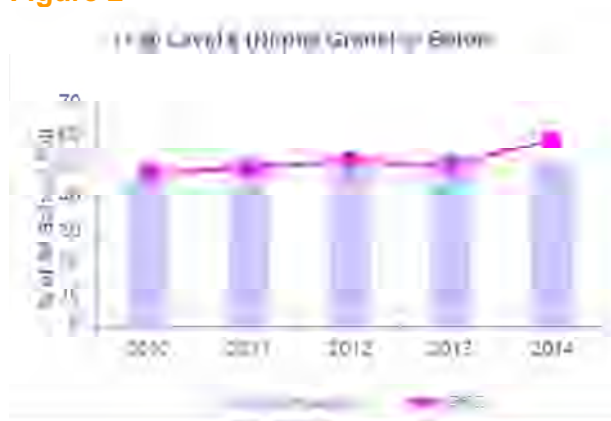


* The 2010 – 2013 comparator is an average of results from schools in Aberdeenshire, Argyll and Bute, Highland, Scottish Borders and Stirling Councils. This is not available for 2014 due to changes in the authorities that form the consortium for analysis, and the development of new National measures. The 2014 comparator is a 'virtual' authority comprising the results of pupils of the same gender, stage and deprivation level from across Scotland, and is considered a more robust method of comparison.

S5 – Attainment

Attainment of S5 pupils at Level 6 (Highers) is illustrated in Figure 2 which shows a continued improvement in performance across the three key measures. For the purposes of comparison, a family average of comparable local authorities is used.

Figure 2



S6 – Attainment

Attainment at S6 is maintained at a consistently high level that is at or above the authority's closest comparators, as shown in charts within Figure 3. The same family average of comparable local authorities is used.

Figure 3

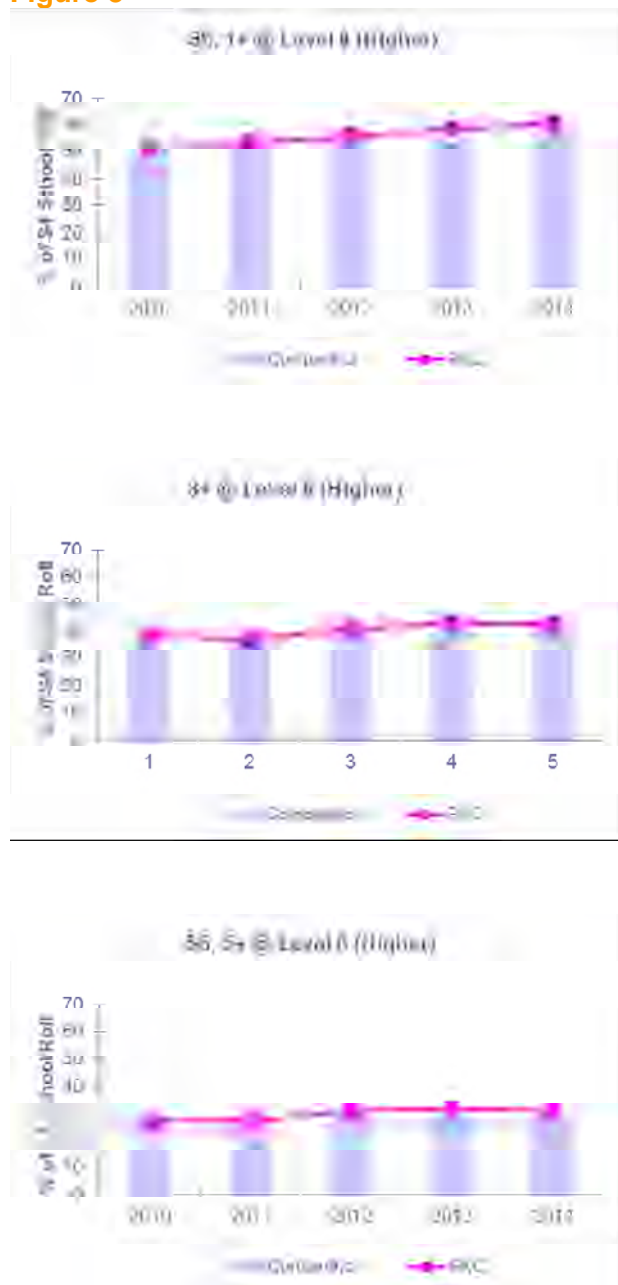


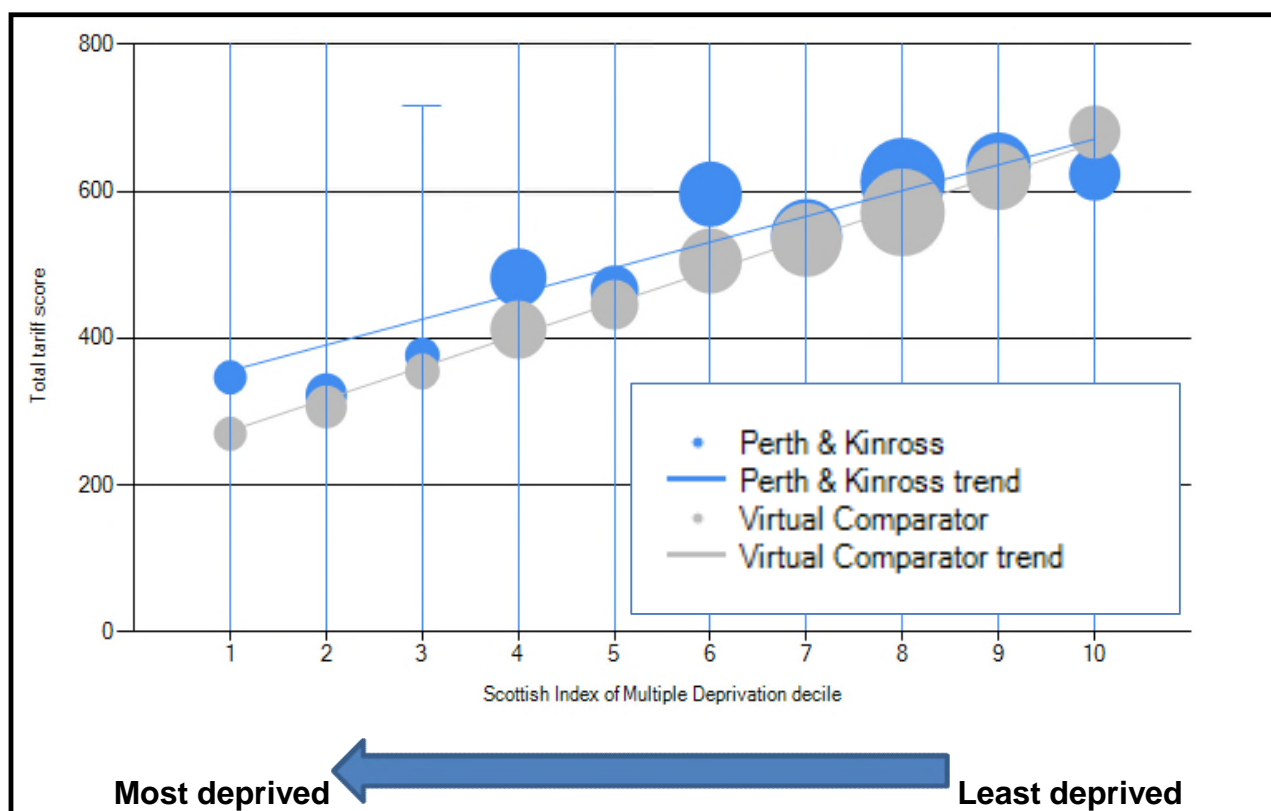
Figure 4



Supporting high achievers: More than one in four pupils left school at the end of S6 with at least one Advanced Higher Grade. Building on an already strong performance, results at this level have once again improved and performance is higher than the comparator and national average.

Focus on inclusion and narrowing the gap: Using the new Insight Benchmarking Tool an example is provided below of attainment performance at S5 measured against the Scottish Index of Multiple Deprivation.

Figure 5: Insight Measure 4 - Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers: Attainment vs Deprivation - S5, 2013/14



	1	2	3	4	5	6	7	8	9	10	Total
Number in decile	23	48	25	116	70	160	220	328	173	85	1248

In Figure 5, the area of the circles indicates the relative number of pupils within that decile. This graphic indicates that pupils in the more deprived deciles (particularly 1 and 4) have performed better than those from comparator deciles from across other authorities. This is also generally true across the less deprived deciles 6 -10. Looking across the whole chart, the angle of the trend line indicates that attainment of PKC pupils is affected less adversely by deprivation than the virtual comparator.

Gaelic Medium Education

Mirroring Scotland, the proportion of the population with Gaelic skills has dropped in Perth and Kinross between the 2001 and 2011 censuses. However, the number of children receiving primary Gaelic medium education (GME) has increased to 22 at the 2014 pupil census (from 12 in 2013). GME is currently provided at Goodlyburn Primary School, Perth and Breadalbane Academy (Primary), Aberfeldy. In addition to GME, Gaelic (learners) and Gàidhlig (Fluent) are offered as subjects at Perth Academy and Breadalbane Academy, and there are a variety of Gaelic language opportunities offered for all ages by the Council, Perth College UHI and in independent/community settings. Gaelic Learning in the Primary School (GLPS) is delivered in all 9 primary schools in the Highland Perthshire area (and also at 5 Local Authority nurseries).

We recognise the importance of Gaelic-medium education as the principal means by which new Gaelic speakers are created and will seek to increase the numbers in GME substantially. The measures to do this are set out in the [Council's Gaelic Language Development Plan 2012-2017](#). Progress on this plan was reported to Council on [17 December 2014](#)

Looked After Children: We continue to support the achievement and attainment of Looked After Children.

Table 4

Indicator	11/12	12/13	13/14
	Total	Total	Total
% of children leaving care who attained at least one subject at SCQF Level 3 (Access 3, Standard Grade – Foundation or National 3)	82%	82%	79%
% of children leaving care who achieved English and Mathematics at SCQF Level 3 (Access 3, Standard Grade – Foundation or National 3)	64%	73%	67%
Number of children/young people ceasing to be looked after	11	11	19

Source: LAC SQA Attainment 2013/14

Table 4 shows there has been a small reduction in the attainment of Looked After Children. Although attainment of Looked After Children remains below the Perth and Kinross average, care should be taken in interpreting these figures given the small number of pupils and the individual nature of their needs and circumstances. The Education Additional Support Officer, together with the Looked After Co-ordinators in schools, track the attendance and achievement of looked after young people on an individual and on-going basis and ensure that appropriate support packages are in place.

Attainment by gender: In line with the national picture, girls continue to outperform boys in SQA attainment. However, the performance of boys is on a continued upward trend, across S4, S5 and S6 measures and is above our comparators.

Indicator	Gender	10/11	13/14
S4 % achieving 5+ @ SCQF Level 5 or above	Male	36%	38%
	Female	43%	49%
S5 % achieving 1+ @ SCQF Level 6 or above	Male	33%	35%
	Female	41%	50%
S6 % achieving 3+ @ SCQF Level 6 or above	Male	48%	50%
	Female	58%	62%

We continue to broaden the range of planned opportunities for achievement for all pupils. This will include ensuring that, where appropriate, specific approaches and activities are planned to improve the attainment and achievement of boys.

English as a Second Language: Schools continue to be successful in supporting the learning of young people for whom English is a second language. In S5, 46% have achieved at least five awards at Intermediate 2/Standard Grade Credit (Level 5) or better and 52% attained at least one Higher Grade (Level 6). In S6, 68% have achieved at least five awards at Intermediate 2/Standard Grade Credit (Level 5) and 29% achieved at least one Advanced Higher or better (Level 7).

We continue to provide a good range of opportunities for young people to achieve awards and participate in activities that lead to increased self-confidence and resilience.

There is a wide range of projects delivering creative opportunities to pupils. In 2013/14, 54 young people were recognised for their contributions to their local communities and achievements at the 7th Spirit of Youth awards in front of an audience of over 900.

Perth and Kinross Youth Council continues to be the voice of young people throughout the authority representing the views of individuals from schools or the wider community to a local and national level at the Scottish Youth Parliament. Recent work carried out included partnership working with Democratic Services to promote the right to vote for young people in the lead up to the Scottish Referendum in September 2014. An event in November 2013 attracted over 200 young people to participate in a debate about the referendum. A further event in September 2014 on the eve of the referendum attracted over 400 young people and in October 2014 the Scottish Youth Parliament sat at North Inch Community Campus.

Aligned with a Curriculum for Excellence, Perth and Kinross Children and Young People's Service continues to recognise the achievement of young people through a variety of awards, with an emphasis on the development of young people to be successful learners, confident individuals, effective contributors and responsible citizens. Young people participating within the awards have to plan and identify personal goals leading to an increase in confidence, an increase in skills and an increase in independent thinking. In 2013/14, over 1100 young people participated in the Duke of Edinburgh Award with 313 achieving bronze, 179 silver and 90 achieving gold awards. 64 young people received a Youth Achievement Award, 10 young people received their John Muir Award, 119 received a Dynamic Youth Award with a further 209 young people gaining their Saltire Award.

Attendance: Attendance levels have improved since last year across all sectors. In both the primary and secondary sectors the difference is less than 1%. Attendance levels in the special sector have improved since 2012/13 however the attendance level is still lower than that in 2011/12. Compared to the secondary sector, attendance over the past three years has been consistently higher in the primary sector. This reflects the national picture.

Table 5: % Attendance

	2011/12	2012/13	2013/14
Primary	95.6	95.3	95.7
Secondary	92.7	92.4	92.5
Special	95.1	93.0	94.2
Total	94.4	94.0	94.3

Source: SEEMIS, September 2014

The Multi Agency Integrated Team meets regularly and works with Schools to monitor attendance and work with families at the earliest stage of disengagement. In addition, Community Link Workers across Perth and Kinross focus upon early intervention and preventative work with young people (primary and secondary aged) and their families. This is through 1:1 sessions, small groups, family support, short courses for young people and parents as well as holiday activities. Between April 2013 and March 2014 Community Link Workers supported 578 individuals and 477 families, helping them to overcome barriers to their learning and increasing their confidence to engage in further learning opportunities. As

a result a number of families reported having better relationships within the family unit, a range of individuals have engaged in other community based activities and a number of individual pupils have improved attendance at school.

As a result of positive interventions, young people are more aware of their risk taking behaviour and have become more confident to make positive choices and managing difficult situations. Interventions have resulted in positive friendships between peers and strengthening relationships within the home and at school.

Exclusions: There has been a reduction in exclusions from primary schools compared to last year and an increase in secondary schools. The overall number of incidents is less than 12/13 and equal to 11/12. The rate of exclusion in the secondary sector is consistently higher than in the primary sector. This reflects the national picture.

Table 6: Number of Exclusion Incidents

	2011/12	2012/13	2013/14
Primary	112	153	96
Secondary	381	354	397
Total	493	507	493

Source: SEEMIS, September 2014

Exclusion is an important, but infrequently used measure. We continue to support the on-going development of approaches to ensuring the social and emotional wellbeing of children and young people. Restorative approaches are embedded in almost all schools in Perth and Kinross and the delivery of restorative approaches to more than 50% of partner centres has positively impacted on staff confidence and consistency.

Nurture approaches in secondary schools have been introduced and there is now more scope for flexible curriculum choices that involve vocational skills based learning as well as more traditional subjects. The number of pupils with an emotional or behavioural disorder (EBD) who are receiving mixed learning provision increased from 77 in 2012/13 to 93 in 2013/14. CfE and GIRFEC both contribute to a more holistic view of the needs of children and young people and shift the emphasis from behaviour alone.

Promoting a Prosperous, Inclusive and Sustainable Economy

We continue to support young people's participation in post 16 learning or training and employment and deliver a range of learning opportunities across Perth and Kinross which support adults back into work or learning. Education and Children's Services also has a role in supporting the economy through its cultural and community assets.

This section sets out what progress Education and Children's Services have made in delivering outcomes and supporting individuals and communities under the objective: Promoting a prosperous, inclusive and sustainable economy.

Through the Perth and Kinross Guarantee we continue to provide good support to young people and strengthen our approach to developing skills of learning, life and work.

The Perth & Kinross Guarantee supports young people by providing work related opportunities to develop their skills for learning, life and work. This includes increasing young people's participation in post 16 learning or training and employment through appropriate intervention and support and ensuring relevant work experience opportunities at an appropriate stage. The Career Academies development has served as a useful vehicle for partnership working with key local businesses such as SSE and AVIVA. Contact has now been established with the Federation of Small Business, North East Enterprise and Tay Landscape Partnership, which has provided improved opportunities for business engagement with schools and in some cases access to vocational training courses.

The proportion of young people going on to positive destinations in Perth and Kinross has increased from 92.3% in 2012/13 to 93.8% in 2013/14¹¹. This exceeds both the national average and the average of our comparator authorities¹². In addition the number of young people in the More Choices More Chances

(MCMC)¹³ group has decreased from the previous year to 390¹⁴ young people.

Schools continue to offer a range of Skills for Work courses and the development of approaches to flexible work experience resulted in increased numbers of young people being offered more relevant and meaningful work experience opportunities.

Case Study: Finding your Future Employability Project

Employability, transitions

This course was delivered through working in partnership with Adult Learning, Building Community Capacity and Business Support Group with funding provided by CLD. Over the 7 week course, which involved working with participants and consulting with participants on their individual needs in relation to the course, we discussed what elements of employability the course might cover. The course enabled participants to discuss the barriers they were facing in relation to them gaining employment and what their own individual interests were in relation to looking into work/volunteering placements for week 4 of the course. Participants also looked at updating CVs, filling in application forms, being able to write a cover letter and interview skills.

As a result of the programme one participant has found employment, one has become a volunteer and three are working towards further training and development.

"Just to let you know how much I enjoyed this week at PRI. It was fantastic and I appreciate the opportunity you gave me. Despite your invitation to see you again at Fairfield on Monday, you will be delighted to know that it is not possible anymore as I am going to start work instead! Yes I have found a job!" Course Participant

The Opportunities for All Partnership¹⁵ continues to support young people's

¹¹ Source: [Attainment and Leaver Destinations Supplementary Data](#)

¹² Borders, Aberdeenshire, Stirling, Argyll and Bute, Highland

¹³ [More Choices, More Chances: A Strategy to Reduce young people not in Education, Employment or Training in Scotland.](#)

¹⁴ Source: [More Choices More Chances datasets, Scottish Government](#)

participation in post 16 learning, training and/or employment. We continue to deliver 16+ Learning Choices meetings in every secondary school to support young people at risk of a negative destination and have extended this provision to include partners from the voluntary sector. Delivery begins from S3 onwards.

Throughout 2013¹⁶ there were around 440 young people not in education, employment or training in Perth and Kinross across the scope of the whole year, a reduction from 490 in the previous year. Improved co-ordination of provision through the Opportunities for All partnership aligned opportunities with the Employability Pipeline and made these available through an online directory of opportunities. Staff from partner agencies found this a good way to identify suitable support opportunities for their clients much more easily, resulting in more relevant referrals.

This year 135 young people participated in Activity Agreements between 1 April 2013 and 31 March 2014 – a significant increase on the 64 of the previous year. The increase reflects a shift towards a more flexible model, building on existing group programmes such as LINC and Princes Trust Team, so that Activity Agreements can better meet the needs of young people at stages 1 and 2¹⁷ of the Employability Pipeline. It also reflects increased awareness of Activity Agreements as an option, evidenced by a high proportion of self-referrals (15%) and referrals via engagement with youth work agencies (34%). In total 60 young people progressed from an activity agreement to a positive destination (further learning, training or employment).

We continue to deliver a wide range of both universal and targeted learning opportunities and are improving access to learning in all localities.

¹⁵ Perth & Kinross Council, Skills Development Scotland, Perth and District YMCA, Perth College (UHI), Job Centres Plus and NHS Tayside

¹⁶ Data is measured annually by calendar year.

¹⁷ Stages in the employability pipeline: 1. Engagement, Assessment and Referral. 2. Needs assessment and Barrier Removal. 3. Vocational Activity. 4. Employer engagement and job matching. 5. In work support and aftercare.

Case Study: The Walking Tall Project

Skills Development, Employability

The Walking Tall Project supports young people registered on Activity Agreements. An activity agreement is an agreement between a young person and a trusted professional. The professional supports the young person to take part in a programme of learning and activity, which results in them becoming ready for formal learning or employment. The project helps to develop skills to support young people to move onto positive destinations.

Ten young people were identified and supported through a 6-month intervention programme involving one to one and group sessions covering fundamental life skills such as communication, team work, problem solving and work ready topics such as writing an application and interview skills. Other sessions were added to address specific, individual needs identified with the young people e.g. physical and mental health issues, low self-esteem and personal relationships. There was a high degree of mentoring and peer support.

At the outset of the project it aimed to support 50% of the young people involved into employment, education or training within 6 months and 70% within 12 months. However, this target was exceeded with all the young people moving onto more positive destinations. In addition the new opportunities the young people gained 6 Bronze Youth Achievement awards, 9 competent Crew Certificates and 9 Youth Services engagement Awards.

"I feel my activity agreement and experience on tall ships has been my first step to my new and brighter future" Participant

During 2013/14 there were over 12,000 attendances at adult learning activities, sessions or drop-ins. The service has also engaged with 900+ individual adult learners.

The Adult Literacy and Numeracy Partnership continues to provide a very good range of literacies and ESOL¹⁸ programmes to meet the needs of adult learners and improve their life chances. This includes innovative and well established partnership projects such as Cultural Connections¹⁹, Crossing Borders²⁰, Coupar Angus MEAD²¹ project, literacies publications such as 'Life As We Know It' and creative writing

¹⁸ ESOL: English for Speakers of Other Languages

¹⁹ Cultural Connections: This project provides opportunities for people from different cultural backgrounds to come together and to learn, share their experiences and develop skills for learning, life and work.

²⁰ Crossing Borders: The project delivers English Language provision and supports learners to engage with support services.

²¹ MEAD: Minority Ethnic Access Development project.

groups. More recently the partnership has developed Tayside Forensic Voices, a literacies project based on the grounds of the Murray Royal Hospital and PUSH - a series of activities to develop the skills of people with learning disabilities. PUSH has also delivered the 4R's, a charity shop project focussed on recycling as another means to support the development of skills for 14 people with learning disabilities.

More than 50 adult learners in 2013/14 achieved accredited awards. Awards achieved included SQA Numeracy at levels 1-3 and Higher, Communications, Food Hygiene and Safety, ICT and ASDAN. In addition 6 learners received Discovery level John Muir Awards.

Work continues to maximise the contribution of culture and leisure to our sustainable economic growth by developing our cultural programmes and supporting local creative industries.

The implementation of the 2014 Legacy Plan has helped the Service, in conjunction with other activities, maximise the opportunities arising from the Commonwealth Games, Year of Homecoming and the Ryder Cup. These events combined have had a significant impact upon the economy in Perth and Kinross and the Legacy Plan will ensure we sustain these benefits as far as possible.

Museums and Galleries continued to invest in facilities in 2013/2014, building on the previous year. This work renewed gallery spaces to reinterpret and redisplay existing collections. New lighting systems for galleries were installed, and there has been procurement and installation of new display cases and improved infrastructure to attract new touring exhibitions. WiFi has also been installed in both Perth Museum and Art Gallery and the Fergusson Gallery, and use of social media has expanded greatly with 1200 Facebook users and a 14.5% increase in unique web users overall compared to 2012/13.

The closure periods required for refurbishment, along with the removal of curatorial support to partner providers contributed to reduced visitor number in 2013/14. Ongoing improvement to exhibition programmes and investment in facilities aims to address this.

The Museums and Galleries Service offers good opportunities to explore and celebrate cultural life and heritage providing a varied program of exhibitions, activities and learning opportunities. The Service has continued to collect, preserve and make accessible to the public their arts and heritage collections, which have been recognized as being of National Significance and were re-credited by Museums and Galleries Scotland in June 2014. Exhibitions this year included; Big Tree Roots, Weaver of Grass: Angus McPhee, OutsideIN, The Golden Age of Photojournalism, Secret Egypt, Ryder Cup and Alison Watt: Paintings 1986-2014.

Case Study: GENERATION Project : Alison Watt retrospective exhibition

Arts Development, Museums service

Perth Museum and Art Gallery worked with Alison Watt, her agent – Ingleby Gallery, and private lenders to showcase a first retrospective of Watt's output over the last 18 years. The service also worked with the GENERATION partners to combine marketing output across media and social media platforms.

The Museums and Galleries Service employed a Project Co-ordinator to take forward the engagement programme. They worked with a group of up to 10 young people aged 16-25 years to participate in a creative programme responding to Watt's work in the exhibition. This allowed them to develop their skills in marketing, exhibition design and curation.

The young people developed social media platforms to express their experience of individual activities within the project and the impact of these on them personally.

"By the end of the project I would like to have experienced art in studios; not just in school, and the progression in becoming successful for a career in art." Lucy (Participant)

Libraries and Information Services underwent a review of services in 2013/14. The review objectives were to ensure that a high quality service continues to be delivered across all localities; to introduce new ways of delivering services in response to changing customer needs, including online services; and to further develop services for rural and isolated communities. The review ensured the best use of staff and other resources while achieving targeted savings. It has included changes to library opening hours and a remodelled staffing structure and 2013/14 saw all active library members informed about changes, engagement with key stakeholders and library users throughout Perth & Kinross and regular meetings with staff to ensure that information was available to all.

2013/14 saw a small increase of 3.8% in visits to libraries, (816,599 compared to 780,307 in 2012/13). However there was a 3.2% decrease in the number of active borrowers, (those who borrow an item at least once a year) with 24,794 borrowers compared to 25,625 in 2012/13. This may reflect that some borrowers have moved to using e-books and e-audio and this figure does not count these.

On-line services have been very well used by customers overall with an increase of 62% in on-line visits in 2013/14, 566,692 visits compared to 348,123 in 2012/13. These

"It's good to see the library embracing new ideas, [like Freegal] hopefully this will engage with a younger audience."

Library users

services enable customers to access services at a place which suits them. Our on-line services continue to expand with the introduction of [Freegal](#) (free and legal music downloads) in February 2014 which saw over 1000 downloads in its first month.

"Wow, I didn't know the Library had e-books, this will save me a fortune!"

"What a treat to sit in the library 'after-hours' and have a chance to listen and speak with such a fine author."

Library users

Libraries also continue to offer a varied and vibrant programme of events such as author talks (45 talks in 2013/14), workshops, story-time, Rhymetime and Chatterbooks sessions. The Library Service also runs adult book groups which 2,343 attendances this year. Other activities included Family Fun days, workshops and taster sessions, Book and Film Nights, the Summer Reading Challenge (over 1300 children took part last year) and Book Week Scotland, where 13 events were held with 258 people taking part.

Supporting People to Lead Independent, Healthy and Active Lives

Improving the quality of life for individuals and communities remains a key priority. Education and Children's Services have a key role in supporting children, young people and families to make positive choices in relation to their health and wellbeing.

This section sets out what progress Education and Children's Services have made in delivering outcomes and supporting individuals and communities under the objective: **Supporting People to Lead Independent Healthy and Active Lives.**

We deliver a broad range of activities which help children, young people and families make positive choices in relation to their health and wellbeing.

Health and wellbeing is one of the areas of responsibility for all teachers within Curriculum for Excellence and therefore continues to be a key focus in schools. This is supported through Improving Health, Improving Learning. Re-accreditation over this past session in approaches to 'Improving Health, Improving Learning' has evidenced that all schools evaluated in Perth and Kinross are now delivering the health promotion agenda successfully and that health promotion is clearly embedded in their curriculum.

New Relationships, Sexual Health and Parenthood guidance for schools which was produced in partnership with Dundee and Angus Councils has been shared with all schools across the three council areas and will be implemented in all schools in session 2014-15. The pack produced is relationship-focused and has been designed to support young people in understanding sexual health within a context of healthy relationships and personal wellbeing. With considerably more emphasis on nurture and child development, the pack promotes positive parenting which will meet all the needs of a child from pre-birth into adulthood.

Following a successful pilot in Perth High School we have trained staff in three further schools in the Mentors for Violence Prevention Programme. This programme will be rolled out in 2014/15 and senior pupils will deliver it to S1 and S2. The impact on the junior pupils will be evaluated to assess the impact.

A number of active dance projects have been delivered this year. The development of 'Young Choreographers' in collaboration with Active Schools gives new impetus and status to the value of dancing, choreography and leadership skills. This involved 13 choreographers from across the region and 40 dancers. The North Perth Dance Project has attracted funding from the National Lottery through the Cash for Communities fund allowing 10 young people in areas of deprivation to attend quality dance sessions free of charge and perform at Perth Concert Hall.

Our libraries services continue to provide an excellent range of Health and Wellbeing resources. In partnership with NHS Tayside, we provide a Books On Prescription service, utilizing extensive and focused collections of appropriate books or other written materials "prescribed" by GPs and other health care professionals to be read by the individual as self-help guides to living with and managing conditions such as depression, stress and anxiety. This service is available in all community libraries.

Also in partnership with NHS Tayside, libraries provide "Beating the Blues", an online cognitive behaviour therapy course designed to help people suffering with depression. Patients are prescribed the course by their GP and free access is made available on library People's Network computers. The strength of working in partnership with NHS colleagues is that we receive expert advice and can target resources

to areas of need and to individuals who may not otherwise use a library.

Our Sport and Active Recreation services have a key role in supporting people to live longer, healthier lives. Participation in sport and active recreation is very good and increasing in key areas.

Perth and Kinross Council set out an ambitious Legacy Plan for 2014 in recognition of the year of Homecoming, and to maximise the opportunities for our area from key events including the Queen's Baton Relay, Glasgow Commonwealth Games and as host to the 2014 Ryder Cup. A wide range of projects and events have been delivered as part of this programme under the core themes of Active, Learning, Community, and Economy.

Health improvement was the key focus for the 2014 Legacy Plan and under the theme of "Active" the "Commit to Get Fit" initiative was launched in the early part of 2014. A short promotional film was produced and shared online and a week long road show in St John's Shopping Centre was very successful in encouraging members of the public to sign up and make a pledge to become more physically active. Overall 168 people made an online pledge under this scheme and a follow up with this group is currently underway to support them to maintain their fitness.

A Community Planning Partnership Physical Activity workforce development event was also held on 25 March 2014 attracting around 80 delegates, where a draft charter for Physical Activity in Perth and Kinross was launched. Under the "Active for Life" initiative a total of £39,946 was allocated through 26 community grant awards to help promote local groups to support and promote increased opportunities for physical activity in their area. A wide range of projects were supported with key funding criteria on targeting health inequalities.

The Active Legacy project will continue into 2015 in response to the national ambitions set out in the Scottish Government's Physical Activity Implementation plan.

Schools have been engaged in developing exciting new learning opportunities using the "Game on" resource associated with the Glasgow, Commonwealth Games. Many primary and secondary schools developed interdisciplinary learning and cross-curricular activities using this resource including: Commonwealth cookie making, designing a school sports mascot, poster designs for commonwealth values, designing a breakfast fit for champions, Dragon's Den Debate on which sport should be included in Glasgow 2014, comparing and contrasting Commonwealth countries with Scotland (location, population, traditions, language, flags, famous people, food, history, climate).

The "Learning around the Course" resource developed to support the 2014 Ryder Cup also attracted a great deal of interest. The Community School of Auchterarder hosted the launch of this resource in September 2013 as part of the Year to Go Celebration event. During the event week, 1400 primary school pupils attended the Junior Ryder Cup in Blairgowrie and all secondary pupils had the opportunity of a lifetime to apply to volunteer as part of the team delivering the 2014 Ryder Cup and 50 were selected to work on the main scoreboards around the course.

Active Schools: School Sport Volunteers and Participants

Volunteering, Healthy, Active

Active Schools is **sportscotland's** flagship programme for school sport and aims to ensure there are more and higher quality opportunities for all children and young people to participate in sport in school and to increase capacity through the recruitment of volunteers who deliver activity sessions during out of school hours.

In Perth and Kinross, Active Schools has worked with a number of partners to support schools to increase the number of volunteers who deliver school sport by 53% over the past three years.

A particular success, which was highlighted at a national **sportscotland** workforce conference in November 2013, is the engagement of young people as leaders and volunteers which has increased by 79% with the number of young people achieving a qualification increasing by 61% over the same three year period. The total number of hours that young people in schools have volunteered through school and club sport in 2013/14 is in excess of 3,000.

In 2013/14 Active Schools has been able to extend this learning pathway through the employment of a school sport Modern Apprentice who completed an SVQ Level 3 Leisure Management qualification in August 2014. This opportunity will be continued in future for new modern apprentices.

Our Active Schools programme has reported a yearly increase in extracurricular school sport from 2009 to 2014. This is supported by a significant increase in the number of volunteers, up from 503 in 2011/12 to 771 in 2013/14. We have a specific focus on maintaining participants, particularly girls, between P7 and S1 and this year over 4000 boys and 3500 girls were taking part in regular school sport.

The Sports Development Team has continued to make progress in a number of key areas. We now have five constituted community sports hubs with a combined membership of 6,940. Youth leaders are in place in all of the hubs alongside the coach mentors. New hubs are also planned for Stanley, Kinross, Perth Academy and Scone. Perth and Kinross Sports Council has 108 registered clubs with 10,021 members. The Perth and Kinross Accredited Club Excellence Scheme (PACES) accredited 84 clubs in 2013/14. Through funding from the Gannochy Trust Performance Squads are also supporting 186 young athletes in gymnastics, hockey, netball, squash, swimming, table tennis and disability sport.

The LEAD Sport Pathway continues to support young people with volunteering opportunities for coaching sports. LEAD was initiated in 2010 and since then over 600 young people have been engaged in the Pathway contributing over 10,000 hours of voluntary coaching.

Creating a Safe and Sustainable Place for Future Generations

Our community capacity building team has a key role in providing support for community led enterprise and innovation and effective community engagement.

This section sets out what progress Education and Children's Services have made in delivering outcomes and supporting individuals and communities under the objective: *Creating attractive and welcoming environments and building resilient, responsible & safe communities.*

We are good at delivering the necessary support to build capacity in local communities and organisations.

Case Study: Rattray Community Civic Health

Supporting communities

Following the success of Equally Well²², Rattray was identified as an area which would benefit from a community-focussed approach to health.

We delivered a series of short guided walks in the local community to explore Rattray from the perspective of the people who live and work here. Feedback from these walks then helped Local Service providers to work in partnership to create an event day called 'Rattray...who do we think we are?'

Over 150 people attended the event and bringing people of all ages together was a very positive experience and people were talking of their experience of Rattray Primary School from the early 1930s right through to the present day.

Throughout the project we have tried to encourage a positive view where the community experiences itself as a cooperative entity and is also an active learning community. It is the start of a process whereby concentrating on encouraging local people to take ownership of their own lives, this will be a means of improving health in its widest sense rather than merely concentrating on individual issues of health.

'A good, fun filled day, full of different and interesting and educational things to do. Nice to see all the generations.' Stewart (Participant)

Our Community Capacity Building Team has continued their work in developing Community Partnerships in localities and production and delivery of their plans. The six Community Partnerships continue to work with community members, the voluntary sector and relevant community planning partners to deliver on mutually agreed outcomes which include Employability, Health and Wellbeing, Environment and Community Involvement and Influence.

Community Partnerships have delivered a number of key events, celebrations and projects in the past year including; Make a Difference Family Fun Day, StART Festival, Picnic in the Park, Better Place to Live Fair, Film and Feedback Day, Fun Days, Study Visits, Community Days.

Engagement through events such as these has led to renewed interest in community events and new joint working between services and communities. Study visits and shared training has facilitated the sharing of good practice and new ideas. Celebration events have showcased to funders how communities are using their grants, and demonstrated to wider communities the opportunities that are available.

There has been increased participation in community development over the year with over 20,000 people now involved. In particular, three groups are being supported to take on community assets and have learned a range of skills from tendering contracts, to allocation of funded grants, and the older people's care agenda is creating new committees and activist groups in the 55+ age range. Support has been given to 158 community groups which have led to a number of innovative and diverse projects being delivered.

²² Equally well is a Scottish Government programme to tackle health inequalities.

Environmental projects have played a part in many communities over the past year and these organisations have received support from the team particularly around access to funding. The Methven Parks Committee received a total of £193,450 from the Big Lottery Fund and the Community Environmental Challenge Fund to deliver a two year programme of improvements to extend paths, improve planting to attract more diverse wildlife, resize the existing playing fields to maximise green space, install more play equipment for children and picnic areas for the wider community.

The North Perth Allotment Association in Tulloch received £79,000 from the Climate Change Fund to utilise neglected land within the community to create 14 allotments for the production of fruit and vegetables. This project will support and assist plot holders and community gardeners with a broad range of practical gardening skills. The Kinross and Milnathort Allotment Association received a total of £42,500 from the Climate Change Fund and Environment Service to progress their allotment site. Staff also supported Letham Climate Challenge to further develop their two allotment sites in the Letham area.

We continually strive to improve the accessibility of our services.

Following installation last year, all Peoples' Network computers have text to speech software WordTalk installed to provide help for visually impaired users. We also have TextHELP Read&Write 10 GOLD literacy support software to assist individuals with dyslexia, literacy difficulties or who have English as a Second Language. The library service continues its commitment to the RNIB 'Six Steps' programme, which commits it to ensuring that its services are accessible to individuals who are blind or visually impaired.

We continue to engage with the Gypsy Traveller community in Perth and Kinross to ensure our services can be developed to meet their needs. There are a range of projects ongoing in partnership with the Minority Ethnic Access Development Project (MEAD) to facilitate adult learning opportunities and promote employability skills for a range of people from minority ethnic background or for whom English is not their first language.

The "Us & the Housing" group provides a platform for local people with Learning Disabilities to raise and tackle issues which affect them as a community. They are supported in partnership by the South Perth Community Capacity Worker, a Tenants Support Worker and an advocate from Independent Advocacy. They are a constituted group with an accessible constitution and meet monthly at Glenearn Community Campus.

Case Study: Perth Academy S2/3 Girls Group

Inclusion, Equalities, Citizenship

Referrals were received regarding S2/3 girls due to concerning behaviours affecting their attainment in school. One to one sessions were held and it was identified that there were similarities in their presenting behaviours. After initial discussion with the Young People's Health Team it was identified that these vulnerable young girls required a more focused integrated approach to address their needs. In some cases 1-1 support would be in conjunction with the group work due to the complex nature of their difficulties.

A group was established and developed a programme that included team building, communication skills, promoting positive mental health, identifying types of risk taking relevant to young women, learning about substance misuse and alcohol, CEOP²³, personal safety and the law, sexual health and relationships and promoting good health and physical activity.

The group consisted of 8 young people who committed to attend the project and take part in all the activities. As a result all the young people achieved a dynamic youth award and improved their relationships and communication skills. Attendance at school within the group also improved.

Overall the project facilitated improved partnership working with schools, service providers, young people and their parents to develop a school based learning programme.

"A dramatic change in attitude at home and a willingness from my daughter to share information"
Parent of attendee

²³ Child Exploitation and Online Protection

Engaging with Service Users

This section of the report presents an overview of how Education and Children's Services engages with stakeholders to inform service development and improvement.

Following the delivery of the Evidence2Success surveys the service continued its extensive engagement with local communities to involve them in improving outcomes for children. This work helped to inform and develop the key local priorities for the Evidence2Success Implementation Plan and have underpinned the successful projects being undertaken as part of the programme.

Perth and Kinross Youth Council continues to be the voice of young people throughout the authority representing the views of individuals from schools or the wider community to a local and national level at the Scottish Youth Parliament. Recent work carried out included partnership working with Democratic Services to promote the right to vote for young people in the lead up to the referendum in September 2014. An event in November 2013 attracted over 200 young people to participate in a debate about the referendum another event is scheduled for September 2014 and a Scottish Youth Parliament Sitting for October 2014.

We continue to actively engage with the parents of children in schools. Parents are involved in Extended Learning and Achievement visits and a range of partners are involved in locality evaluations around the learning community. In addition Elected Members are invited to attend all public meetings held after the publication of an inspection report. We also continue to seek the views of parents for children with Additional Support Needs (ASN). Parent's views are sought before, during and after all ASN meetings to determine satisfaction in process and procedures and parent views are also sought during Navigate reviews. We have also developed an improved procedure to engage with parents and carers during decision making process within ASN.

The annual satisfaction survey undertaken by the community capacity building team again highlighted a number of areas where they were being effective for their communities. With 96.4% of respondents stating that they felt

their group had made progress through joint working with the team. Customer evaluation is also embedded in cultural services events and activities. Following the success of the Big Listen in 2011 the Big Listen 2 was undertaken in 2013 which expanded upon the work of the previous survey. In total 8,768 people took part in the survey, an 81% increase from the first Big Listen. This survey also focused on obtaining the views of non-service users which made up 1,844 (21%) of the returns to ascertain the reasons they do not currently use the services. The feedback was used to inform the review of cultural services and develop improvements to service delivery.

The Council's new Complaints Handling Procedure (CHP) was introduced on 1 April 2013. This involves a two stage process: Frontline Resolution (FLR) and Investigation. Most FLRs are dealt with at the point of service delivery and usually concern issues around dissatisfaction with the service delivered or a member of staff. Investigations are usually concerned with more serious matters or where an FLR has not been resolved. The new CHP has been widely promoted to ECS staff, with training and briefing sessions for those specifically involved in the complaints process. All staff also have access to information materials and advice and support as required.

Across ECS, complaints are treated confidentially, thoroughly and sensitively investigated, and dealt with, where possible, within the designated timescales. Any improvements identified through investigation are dealt with by the senior manager responsible for that service area. This is an important part of the complaints process, as it can help us learn from a complaint, reduce the possibility of a similar complaint arising and can lead to improved customer satisfaction with our services. Complaints performance is reported to Education & Children's Services Senior Management, who monitor compliance with timescales and examine any emerging trends within areas of our Service.

How Well Do We Improve the Quality of Our Work?

This section of the report presents an overview of Education and Children's Services' capacity for improvement.

Section one of the report sets out some of the challenges and opportunities presented by a reduction in resources and changing demographics and trends in need. Within this context we continue to embrace an ambitious improvement programme. This section of the report presents an overview of the Services' capacity for improvement.

Developing, managing and improving partnerships

We have continued our strong focus on developing, managing and improving partnerships, based on a strong history of a positive approach to working in partnership which is evidenced by our work within early years, child protection and the transition project for children and young people with complex disabilities.

Collaborative working within schools is supported through the development of GLOW.

Very good progress has been made in aligning Local Community Partnerships with the Council's strategic outcomes. Six Community Partnerships are working closely with members of the community, agencies, the voluntary sector and relevant community planning partners to deliver on themed outcomes which include employability, sustainability, learning and personal development, health and well-being, environment and community involvement and influence.

Libraries and Information Services have a good range of partnerships with staff from different services working towards common goals. The partnerships bring added capacity to the service, the sharing of skills and knowledge allow additional activities to take place throughout Perth & Kinross, achieve efficiencies and deliver improved services to communities. Living Voices for example is a partnership with the Scottish Poetry Library,

Scottish Storytelling Centre and volunteers to deliver storytelling and reminiscence work to residents in care and residential homes. Our partnership with the Citizen's Advice Bureau continues to deliver support and advice to assist individuals making on-line benefit applications. Partnerships with adult learning, Perth Prison, The Scottish Book Trust, NHS Tayside and voluntary organisations bring added capacity to the service, and the sharing of skills and knowledge allow additional activities to take place throughout Perth and Kinross.

Museums and Galleries have also developed a good range of partnerships with key partners in the heritage sector to develop loans and encourage high profile touring exhibitions and potential collaborative work. Examples delivered through Partnership include; Generation and the Ryder Cup exhibition.

Inclusion, equality and fairness in service delivery

We have maintained a strong focus on ensuring inclusion, equality and fairness in our service delivery. The service maintains an equalities working group and there are key equalities champions working across teams. Our core business requires us to work to a clear set of principles and guidelines based around Getting It Right For Every Child. The ethos of this approach is inclusion, equality and fairness in relation to meeting the needs of the individual.

We are confident that the service we provide to children and families includes children and families and that our staff are inclusive and fair in delivering direct services taking account of individual needs and circumstances.

Cultural Services continues to promote, diversity and equality in the core of their work. A project is currently ongoing with MEAD to develop and promote different cultural perspectives with minority communities in Perth and Kinross through the libraries, museums and galleries services.

Leadership

Our leadership of improvement and change continues to be good and is evidenced in our commitment to delivering the transformation programme, our approach to implementing the principles of GIRFEC and in our commitment to delivering the strategic outcomes set out in the corporate plan. 80% of staff responding to the 2014 employee survey felt that they know how their job contributes to the Council's objectives. Work continues to lead improvement through integrated working in localities and to ensure that expectations in relation to roles and responsibilities are clearly defined and communicated.

The Leadership Development and Induction Programme for 2013-2014 successfully supported newly appointed headteachers. The programme is designed to enable participants to be confident in their professional and corporate role; to demonstrate professional courage; show a willingness to learn more about a diverse range of topics, in different ways and with different networks of people; focus on what is right and necessary to perform their role effectively and deliver expected outcomes. In addition the Leadership Development and Induction Programme, was broadened in its focus to include all newly appointed senior managers from across ECS. Approximately 60 senior managers from all areas of the service have participated in Creative Leadership Conversations with external presenters from different professions and organisations, exploring some of the many challenges of being an effective leader. All such sessions have been very positively evaluated.

Workforce/professional development

Work continues to implement the Service's Workforce Plan and initial meetings have been held to develop the plan in future. In schools, we have developed a short guide for primary support teachers and school management to underpin the Additional Support Needs Manual. We have also developed a workforce programme for Pupil Support Assistants and Primary Pupil Support Assistants to support children/young people and staff to build

capacity within the service. Similarly a training and development programme runs for all Early Childhood practitioners across Perth and Kinross. Bespoke staff training and development was mandatory for all staff who are working with 2 year olds in some early years settings.

The Adult and Family Learning Team have identified that there was a development need to increase the accredited learning on offer through their team. To facilitate this staff training has been delivered on ASDAN to seven staff and one partner practitioner which has increased the staff available to deliver courses.

Securing improvement

Self-evaluation continues to inform improvement and planning using a range of 'How Good is...' tools. Our continuing focus will be on evaluating: *How well do we deliver on outcomes? How well do we support individuals and communities? How well do we improve the quality of our work?*

The school improvement process is well established and is delivered through our School Improvement Framework. Almost all Learning and Achievement Visit reports show a close alignment with subsequent external scrutiny by HMI.

Our approach to self-evaluation within Cultural and Community Services is supported by an on-going programme of locality based evaluations. Regular programmed community Learning and Achievement Visits have contributed to very good evaluations by Education Scotland regarding the impact on the lives of individuals, families and communities. This year Cultural and Community Services piloted a peer review approach to self-evaluation where a service manager from a different area facilitated the service self-evaluation. This approach proved effective and will be continued in future. Further work continues with staff to embed evaluation within daily working practice. In addition, key reviews continue to inform improvement.

The Service recognises the need to continue to embed self-evaluation as a systematic, continuous process and to continue to improve evidence, ensuring that evaluations are focused on outcomes.

Our key improvement actions, set out in the Service's Business Management and Improvement Plan, are summarised below:

Area	Improvement Action	Timescale	Progress
Prevention			
Impact on service users	Further develop enhanced support for children aged 0-3 years and their families across Perth and Kinross through the Early Years Strategy. A particular emphasis will be placed on speech and language through programmes such as Talk, Listen, Communicate. <i>(Head of Education: Early Years and Primary)</i> .	2011-14	Completed
Impact on service users	Implement the annual Child Protection Committee Improvement Plan for 2014/15 <i>(Head of Children and Families' Services)</i> .	Annual	Ongoing
Impact on service users	Enhance provision for secondary pupils with social, emotional and behavioural needs through Navigate and extend the range and quality of provision for children and young people with autism spectrum (ASD) and other developmental disorders <i>(Head of Education: Secondary and Inclusion)</i> .	2014	Completed
Impact on service users	Provide increased choice and opportunity for young people through the development of Perth City Campus incorporating a virtual learning environment <i>(Head of Education: Secondary and Inclusion)</i> .	AY 2014-15	Completed
Impact on service users	Improve support to those children identified as having enduring and complex disabilities for transition and independence <i>(Head of Children and Families' Services)</i> .	August 2014	Completed
Impact on service users	Improve the developmental outcomes for children and young people through the implementation of the Evidence2Success project and participation in the Early Years Collaborative <i>(Depute Director)</i> .	Nov 2014	Completed
Impact on service users	Develop consistent multi-agency approaches to creating a Child's Plan. <i>(Head of Education Services – Early Years & Primary/Head of Children and Families' Services)</i> .	March 2015	ongoing
Impact on service users	Support vulnerable young children and care leavers through greater integration of services. <i>(Head of Children and Families' Services)</i> .	March 2015	ongoing
People			
Impact on staff	Improve workforce planning through the implementation of the Service Workforce Plan <i>(Depute Director)</i> .	March 2015	ongoing
Impact on staff	Provide opportunities for employees to learn from different perspectives and possibilities, to be challenged and to be inspired to put new ways of thinking and working into practice <i>(All Heads of Service)</i> .	ongoing	ongoing
Impact on staff	Promote and develop teacher learning communities in all schools to facilitate co-operative learning and training. <i>(Heads of Education)</i>	ongoing	ongoing
Place			
Impact on the community	Ensure effective community engagement in the Community Planning process <i>(Head of Cultural and Community Services)</i> .	2014	ongoing
Impact on the community	Undertake key service reviews to support implementation of locality working within policy parameters agreed by Council in October 2013 <i>(Head of Cultural and Community Services)</i> .	2014	Completed
Resources	Review of School Estate <i>(Senior Business and Resources Manager)</i> .	ongoing	ongoing
Performance			
Key performance outcomes	Continue implementation of school based curriculum plans for senior phase to include effective implementation of National 4 and 5 qualifications, new higher course and achievement awards. <i>(Head of Education: Secondary and Inclusion)</i> .	AY 2014-15	ongoing
Key performance outcomes	Develop approaches to assessment and moderation of learning ensuring staff are consistently confident in their judgements of pupil progress. <i>(Heads of Education)</i> .	ongoing	ongoing
Key performance outcomes	Update the corporate IT strategy to ensure continued alignment with the Corporate Plan and national Public Sector ICT strategies. <i>(Head of Finance and support Services, Housing and Community Care)</i> .	June 2015	ongoing
Resources	Review the Devolved School Management Scheme <i>(Heads of Education)</i> .	May 2014	Completed

Appendix

Appendix 1: HMI Inspection of Schools, Overview by Performance Indicators

Pre-School	Satisfactory or Better									
	2009/10		2010/11		2011/12		2012/13		2013/14	
	No.	%	No.	%	No.	%	No.	%	No.	%
Improvements in performance	11	92	10	100	5	100	7	100	5	100
Children's experiences	11	92	10	100	5	100	7	100	5	100
Meeting learning needs	11	92	10	100	5	100	7	100	5	100
The curriculum	11	92	10	100	5	100	6	86	5	100
Improvement through self-evaluation	10	83	9	90	4	80	5	71	5	100
Total Number of Quality Indicators	60	-	50	-	25	-	35	-	25	-
Total Number of Inspections	12	-	10	-	5	-	7	-	5	-

Primary	Satisfactory or Better									
	2009/10		2010/11		2011/12		2012/13		2013/14	
	No.	%	No.	%	No.	%	No.	%	No.	%
Improvements in performance	10	91	8	100	5	100	6	100	3	100
Learners' experiences	11	100	8	100	5	100	6	100	3	100
Meeting learning needs	11	100	8	100	5	100	6	100	3	100
The curriculum	11	100	8	100	5	100	5	83	3	100
Improvement through self-evaluation	10	91	8	100	4	80	5	83	3	100
Total Number of Quality Indicators	55	-	40	-	25	-	30	-	15	-
Total Number of Inspections	11	-	8	-	5	-	6	-	3	-

Secondary	Satisfactory or Better									
	2009/10		2010/11		2011/12		2012/13		2013/14	
	No.	%	No.	%	No.	%	No.	%	No.	%
Improvements in performance	1	100	0	0	2	100	2	100	2	100
Learners' experiences	1	100	0	0	2	100	2	100	2	100
Meeting learning needs	1	100	0	0	2	100	2	100	2	100
The curriculum	1	100	0	0	2	100	1	50	2	100
Improvement through self-evaluation	1	100	0	0	1	50	1	50	2	100
Total Number of Quality Indicators	5	-	0	-	10	-	10	-	10	-
Total Number of Inspections	1	-	0	-	2	-	2	-	2	-

Source: HMI Inspection Reports. Inspections analysed above by date of inspection.

	Good or Better									
	2009/10		2010/11		2011/12		2012/13		2013/14	
	No.	%	No.	%	No.	%	No.	%	No.	%
	10	83	9	90	5	100	7	100	5	100
	11	92	9	90	5	100	7	100	5	100
	11	92	8	80	5	100	7	100	5	100
	10	83	7	70	4	80	5	71	4	80
	9	75	5	50	4	80	4	57	4	80
	60	-	50	-	25	-	35	-	25	-
	12	-	10	-	5	-	7	-	5	-

	Good or Better									
	2009/10		2010/11		2011/12		2012/13		2013/14	
	No.	%	No.	%	No.	%	No.	%	No.	%
	9	82	4	50	5	100	5	83	3	100
	10	91	6	75	5	100	5	83	3	100
	9	82	4	50	5	100	4	67	3	100
	9	82	3	38	4	80	5	83	3	100
	9	82	3	38	4	80	4	67	3	100
	55	-	40	-	25	-	30	-	15	-
	11	-	8	-	5	-	6	-	3	-

	Good or Better									
	2009/10		2010/11		2011/12		2012/13		2013/14	
	No.	%	No.	%	No.	%	No.	%	No.	%
	0	0	0	0	2	100	1	50	2	100
	1	100	0	0	2	100	1	50	2	100
	1	100	0	0	2	100	1	50	2	100
	1	100	0	0	1	50	1	50	2	100
	0	0	0	0	1	50	1	50	2	100
	5	-	0	-	10	-	10	-	10	-
	1	-	0	-	2	-	2	-	2	-

Appendix 2a: Curriculum for Excellence Levels of Learning/ SCQF Framework

Curriculum for Excellence defines five levels of learning. The first four levels (the Broad General Education) are described in the experiences and outcomes. Progression to qualifications is described under a fifth level, the senior phase.

Given our current stage of embedding assessment in relation to Curriculum for Excellence experiences and outcomes, progress has been recorded in relation to primary pupils making good progress at the respective levels.

The first Curriculum for Excellence cohort reached S3 in academic session 2012/13. Progress against Level 3 experiences and outcomes were reported for the first time in 2012/13.

	Level	Stage
Broad General Education	Early	The pre-school years and P1, or later for some.
	First	To the end of P4, but earlier or later for some.
	Second	To the end of P7, but earlier or later for some.
	Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
	Senior phase	S4 to S6 and college or other means of study.

Scottish Credit and Qualifications Framework (SCQF)

The table below describes the Scottish Credit and Qualifications Framework (SCQF) levels and new individual qualifications, in addition to previous or existing ones which they have replaced or will replace.

SCQF Level	New Qualification	Previous/ existing
SCQF 3	National 3	Access 3, Standard Grade (Foundation)
SCQF 4	National 4	Standard Grade (General) Intermediate 1
SCQF 5	National 5	Standard Grade (Credit) Intermediate 2
SCQF 6	Higher (new)	Higher
SCQF 7	Advanced Higher (new)	Advanced Higher

Appendix 2b: SQA Awards

Table 1: Attainment by end of S4²⁴

% achieving 5+ @ SCQF Level 5 or Better		2010	2011	2012	2013	2014
PKC Best results: 2013. A new qualification regime means that the 2014 Level 5 results are not directly comparable with previous years. Nevertheless, results remain comfortably above comparator.	PKC	41	39	40	47	43
	Comparator	41	40	41	42	41

Table 2: Attainment by end of S5²⁵

% achieving 1+ @ SCQF Level 6 or Better (Higher Grade)		2010	2011	2012	2013	2014
PKC Best results: 2014. Following a dip in performance last year, S5 results are the best results in 5 years at this level. Performance this year is well above the Family Average.	PKC	47.6	49.4	51.3	50.1	58.2
	Family Average	45.7	48.4	47.8	50.1	50.6

% achieving 3+ @ SCQF Level 6 or Better (Higher Grade)		2010	2011	2012	2013	2014
PKC Best results: 2014. Following a dip in performance last year, S5 results are the best results in 5 years at this level. Performance this year is well above the Family Average.	PKC	27.6	31.3	32.6	32.1	37.3
	Family Average	26.4	29.4	29.5	30.8	31.2

% achieving 5+ @ SCQF Level 6 or Better (Higher Grade)		2010	2011	2012	2013	2014
PKC Best results: 2014. Following a dip in performance last year, S5 results are the best results in 5 years at this level. Performance this year is well above the Family Average.	PKC	12.8	14.6	16.7	15.9	18.9
	Family Average	11.5	13.4	13.9	14.1	14.4

²⁴ Source: AF Consultants, Fyfe Information Technology Ltd, John Lovely, *Perth & Kinross EA report 2014*. 2010 – 2013 results are post appeal; 2014 are provisional. Percentages are calculated as a percent of the total S4 school roll. The 2010 – 2013 comparator is an average of Aberdeenshire, Argyll and Bute, Highland, Scottish Borders and Stirling Councils results. This is not available for 2014 due to changes in the authorities that form the consortium for analysis, and the development of new National measures. The 2014 comparator is a 'virtual' authority comprising the results of pupils of the same gender, stage and deprivation level, and is considered a more robust method of comparison.

²⁵ Source: AF Consultants, Fyfe Information Technology Ltd, John Lovely, *Perth & Kinross EA report 2014*. 2010 – 2013 results are post appeal; 2014 are provisional. Percentages are calculated as a percent of the total 2012 S4 school roll. Family average calculated using: Aberdeenshire, Angus, Argyll & Bute, Scottish Borders and Stirling Councils.

Table 3: Attainment by end of S6²⁶

% achieving 1+ @ SCQF Level 6 or Better (Higher Grade)		2010	2011	2012	2013	2014
PKC Best results: 2013. Performance this year has dropped slightly following 4 years of improvement. Performance is marginally below the Family Average.	PKC	51.2	53.5	55.9	58.4	56.7
	Family Average	50.4	51.9	54.6	53.8	57.1
% achieving 3+ @ SCQF Level 6 or Better (Higher Grade)		2010	2011	2012	2013	2014
PKC Best results: 2013. Performance this year has dropped slightly following 3 years of improvement. However, performance remains above the Family Average.	PKC	38.3	37.2	40.9	42.9	42.5
	Family Average	36.5	37.1	39.7	40.2	41.4
% achieving 5+ @ SCQF Level 6 or Better (Higher Grade)		2010	2011	2012	2013	2014
PKC Best Results: 2013. Performance this year has dropped slightly following 4 years of improvement. However, performance remains above the Family Average.	PKC	26.6	27	30.2	31.7	30.4
	Family Average	25.2	25.1	28.1	28	28.7
% achieving 1+ @ SCQF Level 7 or Better (Advanced Higher Grade)		2010	2011	2012	2013	2014
PKC Best results: 2013. There has been a drop in performance this year, although the results remain higher than previous years. Again, performance is above that of the family average.	PKC	20.3	20.8	21.8	26.2	23.9
	Family Average	17.5	17.7	18.9	17.8	18.2

²⁶ Source: AF Consultants, Fyfe Information Technology Ltd, John Lovely, *Perth & Kinross EA report 2014*. 2010 – 2013 results are post appeal; 2014 are provisional. Percentages are calculated as a proportion of the total 2011 S4 school roll. Family average calculated using: Stirling, Aberdeenshire, Angus, Argyll & Bute and Scottish Borders Councils.

Appendix 3: School Leaver Destinations (initial)

Total no. of school leavers		Full time higher education		Full time further education		Training		Employment		Voluntary		Activity Agreement		Unemployed and seeking employment or training		Unemployed and not seeking employment or training		Destination unknown	
PKC	Scotland	PKC %	Scotland %	PKC %	Scotland %	PKC %	Scotland %	PKC %	Scotland %	PKC %	Scotland %	PKC %	Scotland %	PKC %	Scotland %	PKC %	Scotland %	PKC %	Scotland %
2004/05		31	31	24	21	3	5	32	27					7	10	2	3	1	3
2005/06		35	30	23	23	4	5	28	26					8	11	2	2	1	2
2006/07		29	30	23	23	3	5	33	28	0.5	0.3			8	11	1	1	2	1
2007/08		32	31	22	25	3	5	32	25	0.3	0.2			8	11	2	1	2	1
2008/09		33	35	27	27	3	5	25	18	0.7	0.2			8	11	1	2	1	2
2009/10	1,428	35	36	28	27	2	5	23	18	*	0.3			10	11	0.8	1	*	0.6
2010/11	1,386	37	36	26	27	5	6	23	19	0.4	0.5	0.0	0.5	8	10	1	1	0.4	0.3
2011/12	1,283	39	37	27	27	4	5	21	20	0.7	0.4	0.6	0.9	5	8	1	1	0.4	0.4
2012/13	1,382	36	37	29	28	3.3	5	23	20	0.7	0.5	0.4	1	6	7	1	1	0.4	0.3
2013/14	1,296	41		28		1.7		22		0.4		0.8		5		0.6		0.5	

Source: [Summary statistics for attainment, leaver destinations and healthy living, No. 3: 2013 Edition - Attainment and Leaver Destinations](#), plus local data for 2013/14

Figures based on less than 5 have been suppressed for disclosure and quality reasons.

Activity Agreement included for the first time 2010/11.

Appendix 4: Corporate Plan / Community Plan Performance Indicators

	2011/12	2012/13	2013/14
% of children meeting expected developmental milestones when entering primary school ²⁷	-	-	-
Number of childcare providers	432	409	410
% of children successfully reintegrated full time into their mainstream class from a nurture provision	-	14%	50%
Number of people involved in family learning, adult learning and parenting programmes	-	1,037	1,308
% of S4 pupils achieving 5 or more subjects @ SCQF level 3	96%	98%	- ²⁸
Average educational tariff scores for S4 pupils within 20% most deprived areas within Perth and Kinross	272	279	306
% of S6 pupils achieving 1 or more subjects @ SCQF level 6	56%	58%	57%
% of S6 pupils achieving 3 or more subjects @ SCQF level 6	41%	43%	42%
% of S6 pupils achieving 5 or more subjects @ SCQF level 6	30%	31%	30%
% of S6 pupils achieving 1 or more subjects @ SCQF level 7	22%	26%	24%
% children leaving care who attained English and Maths @ foundation level or equivalent	64%	73%	67%
% children leaving care, who attained at least one subject at Standard Grade foundation level or equivalent	82%	82%	79%
Number of young people achieving awards	616	667	918
% of school estate in suitability band A & B	82%	-	84%
% of young people (aged up to 16) engaged in early intervention processes and do not re-offend within 1 year	69%	52%	-
% of school leavers moving onto positive and sustained destinations	92.8%	92.3%	93.8%
Number of young people in the 'More choices, more chances' category	490	440	390
% of adults aged 16-64 with qualifications above SCQF level 4	86% (2011)	88.5% (2012)	-
Number of cultural, sporting and active recreation sessions	2,743,084	2,820,555	3,214,863
Number of attendances at sport and active recreation activities	1,374,659	1,470,065	1,386,643

²⁷ The developmental milestones indicator will now be taken forward by NHS partners following the development of the national pilot program and as a result data is not yet available for the indicator.

²⁸ Following the implementation of National 4 and 5, data is no longer collected in the same way and alternative measures will be used in future from INSIGHT the new national benchmarking programme.

Appendix 5: Child Protection

Table 1: Child Care Concern Reports

	2011/12	2012/13	2013/14	% difference
Child care concern reports	3,417 ²⁹	3,976 ³⁰	4,740	38% increase over 3 years

Figures include multiple reports.

Source: Child Protection Standards and Quality Report 2013/14

Table 2: Number of Child Protection Referrals

	2010/11	2011/12	2012/13	2013/14
By Age				
Unborns	**	7	16	6
0-4 years	52	63	42	84
5-10 years	60	81	58	58
11-16+ years	57	66	63	67
Not known	**	0	4	2
Total	184	217	183	217
By Outcome				
Subject to case conference	93	84	92	109
No further action	91	133	91	108
Total	184	217	183	217

Source: Children and Families' Services

Table 3a: Number of Children on the Children Protection at Risk Register at 31 March

	2011	2012	2013	2014
Unborns to 4 years	28	22	23	37
5-10 years	12	*	10	21
11-16 +years	5	*	6	7
Total	45	31	39	65

Source: Children and Families' Services

²⁹ Due to updated statistical collation methods, this figure has been changed from 3342 and now accurately reflects the position previously reported.

³⁰ Due to updated statistical collation methods, this figure has been changed from 3912 and now accurately reflects the position previously reported.

Appendix 6: Complaints

Table 1: Stage 1 - Frontline Resolutions (FLRs) complaints

Number of FLR complaints		2013/2014
Total		138
Resolved at Stage One		128
FLR Complaints by Category		
Communication		27 (20%)
Employees		29 (21%)
Equalities		2 (1%)
Other		29 (21%)
Policy and Procedure		18 (13%)
Service Provision		33 (24%)
FLR Response Rate		
% complaints given full response within 10 working days		71%
FLR Outcome		
Not Upheld		47 (34%)
Partially Upheld		34 (25%)
Upheld		31 (22%)
Not Disclosed		15 (11%)
Ongoing		11 (8%)

Table 2: Stage 2 – Investigations

Number of Investigations		2013/2014
Total		19
Number of Investigations by Category		
Communication		0
Employees		11 (58%)
Equalities		0
Other		1 (5%)
Policy and Procedure		6 (32%)
Service Provision		1 (5%)
Investigations Response Rate		
% complaints given full response within timescale (20 working days)		37%

Total number of Investigations Complaint Points	Not Upheld	Outcome Partially Upheld	Upheld
93	76 (82%)	12 (13%)	5 (5%)

Formal complaints can take longer than 20 working days to investigate and respond to. This is primarily due to the complexity of the complaint and school holidays. For example, complaints can involve multiple interviews (teachers, pupils, support staff, complainants and other witnesses) and the gathering of information from a range of sources. During the process, the complainant is kept fully informed of the progress of the investigation, the reason(s) for any delay and the revised response date. Whilst the Service endeavours to meet the response timescale, priority is given to a full and robust investigation with an emphasis on resolving the complaint where possible.

Table 3: Formal Complaints: Social Work

Number of Complaints escalated to Stage 2

10/11	11/12	12/13	13/14
7	2	5	5

Complaints by Category

Category of Complaint	Complaints per category			
	10/11	11/12	12/13	13/14
Service Delivery	2	1	1	0
Staff attitude / performance	2	1	2	5
Service Delivery and Staff attitude / performance		0	2	0
Customer Service Standards	0	0	0	0
Inadequate Service	0	0	0	0
Disputed Decision	3	0	0	0
Failed Service request	0	0	0	0
Policy / Procedure	0	0	0	0
Refusal of Service	0	0	0	0
Disputed Assessment	0	0	0	0
Officers' conduct	0	0	0	0

Response Rate - % of complaints acknowledged within timescale

10/11	11/12	12/13	13/14
100%	100%	100%	100%

Number of complaints escalated to Complaints Review Committee

10/11	11/12	12/13	13/14
1	1	0	1

Social work complaints follow the corporate complaints procedure but have a slightly longer response timescale. Social work complaints listed above will also feature in the service totals on page 43.

The tables above refer to those complaints which are formally investigated through the Council's formal complaints procedures. Ongoing monitoring of and learning from informal complaints is undertaken across the Service and specifically in relation to schools.

All the formal complaints this year have taken longer than 15 days to resolve. This is primarily due to the complexity of the complaints and school holidays. For example most complaints involve multiple interviews (teachers, pupils, support staff, complainants, other witnesses) and gathering of information from a range of sources. During the process all complainants have been kept fully informed of progress, reasons for delay and the expected response date. Whilst the Service endeavours to meet the timescale priority is given to a full and robust investigation and resolution at this stage.

Comment Form

Education and Children's Services would be happy to receive your comments on the Standards and Quality Report 2013/14.

If you wish to give your contact details please provide them below:

Title:	Address:

OR, if you are employed by Perth & Kinross Council

Service:	Workplace Address:
First name:	
Last name:	

Comments

Please return this page to:

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