

Education and Children's Services
Six Month Performance Summary
1 April 2018 to 30 September 2018

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Introduction

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

Welcome to Education and Children's Services Six Month Performance Summary - 1 April 2018 to 30 September 2018.

The Education and Children's Services Business Management and Improvement Plan (BMIP) 2018/19 sets out the key actions which will be delivered by Education and Children's Services in 2018/19 to ensure better outcomes for children, young people and their families in Perth and Kinross, and contributes to the delivery of the Council's strategic objectives and local outcomes. In this performance summary we are pleased to report good progress in meeting the targets and commitments that we set out.

Improving outcomes for children and young people is the core business of Education and Children's Services. Our focus is to ensure that children and their families receive appropriate experiences and support to best meet their wellbeing and learning needs and achieve positive outcomes.

Our objectives and approaches are now guided by, and aligned with, the **Tayside Plan for Children, Young People and Families 2017-2020**, a multi-agency, cross-border approach towards improving the lives and the life chances of children and young people across the three Community Planning areas of Perth and Kinross, Angus and Dundee.

Our **Early Years Strategy** and the principles of **Getting it Right for Every Child** (GIRFEC) aim to ensure that we provide children and young people with the best possible start and that, together with our partners, we intervene at the earliest possible point and provide the appropriate support to address issues or concerns where required, and our **Parenting Strategy** informs the provision of both universal and targeted support and information for parents with children at all ages.

Raising attainment and achievement for all is a key priority for Education and Children's Services, with a focus on closing the **attainment gap**, increasing children's engagement in their learning and **reducing inequity**, guided by the National Improvement Framework for Scottish Education (NIF).

The **Raising Attainment Strategy 2016-2019** sets out a range of actions and interventions designed to raise attainment and close the gap for all, focused on the nationally recognised drivers for improvement including the launch of Pupil Equity Funding direct to schools as part of the Scottish Attainment Challenge.

Our **Corporate Parenting** Strategy provides the framework for ensuring better outcomes for our looked after children and young people, and we work in partnership to provide holistic and flexible support to families to cope with the challenges they may face in their daily lives.

Young people are afforded more choice and a continuity of support through **Continuing Care**, which meets the welfare needs of the young person up to the age of 21, providing a bridge from the protected status of a looked after child to adult independence.

The school estate is a significant and valuable asset to the communities of Perth and Kinross. Between 2018 and 2028 the Council will invest £175m in the school estate. The transformation programme **Securing the Future of the School Estate** seeks to develop a more efficient and effective estate which supports positive outcomes for children across Perth and Kinross.

Service Performance Summary

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

The implementation of the expansion of Early Learning and Childcare (ELC) in Perth and Kinross to enable children to access additional funded hours is being rolled out in rural localities and to families within Perth City who meet eligibility criteria. 1140 hours of ELC is now available to all families in Alyth, Blair Atholl, Kinloch Rannoch, Kirkmichael and Pitlochry. In Perth City, eligible families can access additional hours at City of Perth Early Childhood Centre and Inch View Early Childhood Centre.

The inspection report of Community Learning and Development (CLD) in Perth and Kinross Council published in December 2018 by Education Scotland found several key strengths. Across services it was acknowledged that there is a highly-skilled workforce who are delivering high quality learning opportunities which are tailored to individual needs.

The Inspection also highlighted the effective use of data by the Parenting and Family Learning Team which enabled better selection and targeting of parenting programmes that best meet the needs of families. As a result parents are developing new skills, knowledge and confidence that are transferable to home life and improving outcomes for their children. It was acknowledged that this is supported by good partnership working across the Council, NHS Tayside and 3rd sector services, including efficient cross-service referral processes and joint delivery of programmes.

The partnership work between the [Centre for Excellence for Looked After Children in Scotland](#) (CELCIS), NHS Tayside and Perth and Kinross Council continues to build pace. Called 'Addressing Neglect and Enhancing Wellbeing – Getting it Right Pre-Birth and in to the First Year of Life', the project aims to improve the response to people expecting babies and the parents of infants to address unmet need at an early stage for families and reduce incidences of neglect. Following research to identify an appropriate area, the initial transformation zone is the south west area of Perth and Kinross, comprising the western edge of Perth City and encompassing the towns of Crieff and Auchterarder. There has been consultation and engagement from community development services with agreement for dedicated time from the Community Learning Team and Parenting Strategy Team to focus on building community capacity.

In the first half of the year over 400 people were involved in family learning, adult learning and parenting programmes. In the past year the Parenting and Family Learning Team have improved their recording process, introducing improved methods of recording data which reflects the needs of families and the journey they take to reach their goals, and this has seen an increase in families attending parenting and family learning provision, up from 300 in the first six months of 2017/18.

Working parents continue to be supported through the provision of Out of School Care Kid's Clubs after school hours and during school holidays. The Childcare Strategy Team is working with two communities to support local groups to extend or introduce new opportunities to support the needs of families in their areas.

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

Attainment across literacy and numeracy at P1, P4, P7 and S3 continues to increase steadily, based on teacher judgements of Curriculum for Excellence (CfE) levels. There are also early indications of closing the attainment gap at all stages. Writing and numeracy levels are generally lower than for reading and listening/talking, especially for P4 and P7, and the poverty-related gaps more persistent, highlighting the areas where we most need to improve.

The 2018 SQA National Qualification results show sustained high levels of attainment, particularly in S5. More detailed information is included in the [Raising Attainment Strategy Update](#) report, with results for 2018 school leavers expected to be available in February 2019.

Strategies for literacy and numeracy have been developed, promoted and are being considered by schools in planning for improvement. Schools are using the National Numeracy Hub for career-long professional learning to suit their school/individual contexts.

The School Improvement Framework has been refreshed to take account of the learning from the first year of the Pupil Equity Fund. School Improvement Plans contain a more detailed analysis of a school's attainment gap and the actions and evidence-based interventions that have been identified.

Education Scotland published inspection reports for Robert Douglas Memorial School and Arngask Primary School and Nursery Class which received evaluations of *Good* or *Very Good* across all Quality Indicators, and Balbeggie Primary and Nursery Class which received evaluations of *Satisfactory*, *Good* or *Very Good* across all Quality Indicators.

Partner Providers also had inspection reports published. Honey Pot Children's Nursery – Luncarty received evaluations of *Good* across all Quality Indicators, The Wendy House received evaluations of *Good* or *Very Good* across all Quality Indicators and Paint Pots Nursery received evaluations of *Satisfactory* or *Good* across all Quality Indicators.

Wider achievement opportunities available through secondary schools were identified during the CLD Inspection as benefiting young people such as Young Sports Ambassadors and volunteer leaders programmes.

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

The Educational Psychology Service (EPS) supports mental health generally, through casework and project work at school level and then authority-wide work. The service recently conducted a time-sampling exercise which demonstrated that 23% of all EPS delivery work related to mental health. Evaluations have found, for example, an increase in school attendance and lessening of exam related anxiety following Educational Psychology input.

Over 1100 staff in schools and in Services for Children, Young People and Families have participated in training provided by the Mental Health Innovation Fund team in Children and Adolescent Mental Health Service (CAMHS). This training has improved their confidence and skills to identify and support young people with emotional health and wellbeing concerns.

The Schools Bereavement Project, a multi-agency group, including Cruse Bereavement Care, currently chaired by the Principal Educational Psychologist has reviewed grief and loss materials for use in Primary classrooms to support loss work. Materials have now been updated and launched by Cruse.

In collaboration with the Emotional Wellbeing Collaborative, the EPS is supporting the preparatory work to pilot Bounce Back in two Secondary Schools from January 2019. This aims to promote resilience and positive mental health and wellbeing of young people.

Partnership working through the Tayside Regional Improvement Collaborative is developing. It has seen planning commence for a pan-Tayside Child Healthy Weight Strategy, this includes an initial consultation event for practitioners, leaders and community members. Development of a Tayside Parenting Strategy is progressing, with an extensive consultation with almost 300 parents and 65 practitioners and managers completed in the summer months. This consultation indicated strong support for improved information and services for parents and emphasised the importance of parents being enabled to manage their own family life.

Physical education, physical activity & sport (PEPAS) groups have been established across Perth & Kinross. Their purpose is to ensure that pupils receive a minimum of 2 hours/2 periods of high quality Physical Education (PE) per week and opportunities to participate in physical activity and sport. Each PEPAS group is based in a cluster and is a collaborative working approach across staff in primary and secondary PE, Active Schools, Sports Development and community clubs. They identify local areas of improvement based on the three key areas of work and provide an annual action plan and timeline. Education Services also have worked on a project to encourage more Physical Activity in under ten year olds. Modern apprentices and Active Schools working in targeted nursery and primary settings, which has resulted in an increase in physical activity and extra-curricular sport. Schools continue to encourage active travel and the Daily Mile.

The Children, Young People and Families Partnership have committed to hosting a themed workshop relating to improving mental and emotional well-being in children and young people. This will take place early in the new year and will bring together all partners and agencies to identify how we might focus resource, and work differently, to help tackle the causes of poor mental and emotional well-being.

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

Two Educational Psychologists are involved in supporting staff from Young Carers in a yearlong action research project to support and promote the development of resilience in young carers.

The REACH (Resilient Engaged Achieving Confident and Healthy) project aims to help young people to stay within their families, schools and communities and prevent the need to move into residential care, to empower them to build, restore and maintain relationships with their families and communities. There is evidence that the number of young people moving into residential placements is already reducing.

The recent Community Learning and Development (CLD) inspection recognised @Scott Street as a highly effective one stop hub for young people and access to 16+ data is helping CLD staff to target and tailor responses to assist young people in progressing to positive destinations. Good practice in the tailoring of learning programmes for care experienced young people was highlighted, including the corporate parenting initiative 'Fun Young Individuals (FYI)'.

FYI are a group of care experienced young people in Perth and Kinross who aim to make positive change within local care services. They were recently runners-up in the Young Scot Awards in the Equality & Diversity category, which recognises a young person or group of young people working to promote equality, diversity and inclusion or challenge prejudice and discrimination. The group also made a successful bid to the 2018 Angel's Share, and received funding to develop their Corporate Parenting Kit, in collaboration with students from Perth College.

The Parenting and Family Learning Team has been working with Fairview School to adapt some parenting programmes to for families with a child with complex additional support needs. The resultant programme will be piloted from February 2019.

Our children and young people will be safe and protected from harm at home, school and in the community

The annual Child Protection Committee Standards and Quality report for 2017/18 was published, and a case review completed in July 2018 examined multi-agency practices in respect of early and effective intervention; assessing and responding to risk; planning and seeking and recording views of children, young people and families. The focus was on young people, over the age of 12, who between January 2016 and January 2018, were the subject of a child protection investigation. The findings provided reassurance that recognition and responses to young people who may be in need of protection are robust, partnership working remains strong and that young people continue to get the help they need, when they need it.

The annual Child Protection Committee (CPC) Development Day took place on 15 May 2018, with a particular focus on exploring further participation and engagement opportunities between children, young people and the CPC. The CPC is now working with young people including representative groups. The public information, communication and engagement strategy is under review to identify new and creative ways for engagement.

Staff within the Child Protection and Duty team have continued to improve the arrangements for Initial Referral Discussions along with police officers from the Public Protection Unit. This has included the consistent use of a new recording template and joint training in trauma-informed practice for joint interviews of children and young people.

The Tayside Regional Improvement Collaborative Priority Group 5 is leading on strategic improvements in child protection processes and practices across the three local authorities, NHS Tayside and Police Scotland Tayside Division. Chronologies set out the key significant events in a child's life and provide key information to understand needs and risks. The Tayside Chronology Action Group was established to review and implement a consistent approach to chronologies across Tayside. A revised Tayside Chronology Template and Practitioners Guidance has been developed, and is currently out for consultation.

How do we compare to others?

The national benchmarking tool Insight, based on the principles of Curriculum for Excellence, is designed to drive improvements for pupils in the senior phase (S4 to S6) and enables us to compare our performance not only with the national picture, but also matches pupils in Perth and Kinross to pupils with similar needs and backgrounds from across Scotland to create a virtual comparator.

Ongoing analysis of attainment and achievement through Insight demonstrates that Perth and Kinross is performing well nationally and against the virtual comparator, and is used to inform ongoing developments to raise attainment for all and to reduce inequalities. Further details are included in the [Raising Attainment Strategy Update 2018](#).

The [Participation Measure](#) reports on the Scottish Government's *Opportunities for All* pledge, which aims to ensure that all young people are supported into sustainable employment. The latest report, from August 2018, shows that for the fourth year in a row, Perth and Kinross is performing above the national average, and is doing so in every individual age group as well as overall, with around 94% of young people aged 16-19 taking part in employment, education or training.

	<i>Overall</i>	<i>Individual age groups</i>			
	16 – 19	16	17	18	19
PKC	94.0%	99.2%	96.3%	92.9%	87.7%
Scotland	91.8%	98.9%	94.6%	89.9%	84.5%

The **Care Inspectorate** has completed 23 inspections of services for children and young people within Perth and Kinross since April 2018, almost all of which have received gradings of *Good*, *Very Good* or *Excellent* in all quality themes. Services within PKC received ratings of *Good*, *Very Good* or *Excellent* in 93% of all quality theme gradings, compared to approximately 85% for the whole of Scotland.

What are our customers saying?

Inspections by the **Care Inspectorate** incorporate the collection of feedback from parents and carers, and include very positive comments about the quality of nursery, pre-school services and Housing Support services.

"Auchlone is full of wonder and my child loves it. The staff are truly wonderful, kind, caring and professional." (Auchlone Nature Kindergarten)

"My child is encouraged to express her ideas and interest in science and the world; I am very happy having her there." (Comrie Primary School Nursery)

"The nursery have helped my child to flourish. They have provided support to us every step of the way and the results have been astounding to say the least. It is a happy and caring environment, full of learning support and respect." (Crieff Primary School Nursery)

"My child has non-verbal autism with lots of challenging sensory, communication and social issues. The staff have embraced my child's needs and have encouraged him to thrive and be a very happy child. I cannot speak highly enough of all the staff." (Inch View Primary)

"The staff are very welcoming and always have a smile. It gives my little girl a loving, caring family away from home. The little stars room in particular is amazing. I can't speak highly enough of them." (Little Scallywags)

"I have always been delighted with the standard of care which our child receives. The staff have a nurturing approach which allows my child the freedom to ask questions, interact with our peers and to start making informed decisions and choices for herself." (Paddingtons)

Inspections by **Education Scotland** also involve feedback from parents and carers. Questionnaires completed by parents show that overall 81% are happy with the school that their child attends.

Care experienced young people were asked by the [Independent Care Review](#) to pass on their views about staff who made a difference to them. This is what our young people attending *Fun Young Individuals* said:

"X was supportive and understanding and that made me feel loved and cared for."

"X has helped me countless times, not just in the group but in my personal life such as helping me apply for jobs, college etc. and this made me feel supported and that I mattered."

"X was trying to find me some volunteering, some skills for life and that made me feel happy."

"X understands the group, X listens and tries to help solve problems and that makes me feel supported."

"X helped me when I went to my lawyer and that made me feel happy."

"X has helped me with understanding group sessions and how to include everyone. X has supported me by listening and understanding my point of view. This makes me feel that I know I can go to certain people for certain issues."

“X is really nice, X is kind and caring. X is there for people. This makes me feel happy that I can trust someone.”

Perth and Kinross Council were complimented on their approach during negotiation and agreement of the Design Build Finance and Maintain Contract for the new Bertha Park High School. Partners from Hub East Central, Robertson Construction and the Scottish Futures Trust have all praised the Council’s professional pragmatic and sensible approach in negotiating the contract through the design phase and to Financial Close.

Progress against Performance Indicators and Improvement Plan

Over the six months from 1 April 2018 to 30 September 2018 Education and Children's Services has made significant progress in delivering the services and actions identified in the Business Management Improvement Plan (BMIP) agreed by Council on 20 June 2018 and by Lifelong Learning Committee on 22 August 2018.

Of the 48 key performance indicators contained within the BMIP: 17% are on target; 4% are not on target; and 79% are not measurable at this six month point. The majority of performance indicators recorded as *not measurable* are annual indicators that would not be expected to be updated at this point, such as education attainment indicators, and will be included in the full performance update at the end of the year.

Of the 101 improvement actions contained within the BMIP: 95% are on target and 5% are not on target.

Below is a summary of the progress against the targets within the BMIP.

Performance Indicators	Total	Exceeding Target	On Target	Not On Target	Information Not Available
Pre-birth & Early Learning	2	0	1	0	1
Learning & Attainment	32	0	4	1	27
Looked After Children, Care Leavers & Young Carers	10	0	2	0	8
Safeguarding & Child Protection	4	0	1	1	2
Total	48	0	8	2	38
		-	17%	4%	79%

Improvement Plan	Total	Exceeding Target	On Target	Not On Target	Information Not Available
Pre-birth & Early Learning	26	0	25	1	0
Learning & Attainment	45	0	43	2	0
Health & Well-being	11	0	9	2	0
Looked After Children, Care Leavers & Young Carers	9	0	9	0	0
Safeguarding & Child Protection	10	0	10	0	0
Total	101	0	96	5	0
		-	95%	5%	-

Note:

The Service performance is determined from the current performance information available and not from projected data.

The following sections provide an update on Service performance where targets have been exceeded and where the Service is not on track to meet the target in the BMIP. Where performance is currently not on target, improvement actions have been identified to ensure the Service reaches the target.

Performance Indicator Exceptions

Where we are not on target

Indicators not achieving target	Performance				Targets		
	2015/16	2016/17	2017/18	Latest	2018/19	2019/20	2023/24
Learning and Attainment							
Number of young people achieving awards	854	674	650	187	600	600	600
<p>This includes:</p> <ul style="list-style-type: none"> • Duke of Edinburgh: 163 awards • Youth Achievement: 8 awards • Dynamic Youth: 16 awards <p>The number of Youth Achievement and Dynamic Youth Awards reflects the change of focus of the service, as it now has targeted early interventions rather than attendance at universal youth provision. The reduction in the number of completed Duke of Edinburgh Awards at this time is due to young people who have only part of the requirement for the award. Two centres have also changed their registration with the Duke of Edinburgh scheme, and although young people will continue to achieve awards with these centres they will no longer be counted within PKC figures. The target has therefore been reduced.</p>							
Looked After Children, Care Leavers & Young Carers							
% of Initial Child Protection Case Conferences (ICPCC) within timescales (in line with revised national guidance)	58%	72%	76%	68%	80%	85%	95%
<p>A total of 28 Initial Child Protection Case Conferences were held from April to September 2018, of which 19 were held within timescales.</p> <p>ICPCCs did not take place within schedule for a variety of reasons; parents were not available, meetings were postponed due to not being quorate, or workload pressures were cited by the social worker. Approximately a third of cases were not able to take place due to workers from partner agencies not being available. The school holidays would also have had an impact during this period.</p> <p>This will continue to be monitored with the Child Protection Committee Practice Improvement Group, and addressed with individual agencies.</p>							

Improvement Plan Exceptions

Where we are not on target

Focus and Major Change	Key action (Lead responsibility)	Delivery timescales	Comments on progress and improvement actions
<p>Implement the 1140 hours expansion plan for the delivery of Early Learning and Childcare (ELC) provision.</p> <p><i>Head of Education (Early Years and Primary)</i></p>	<p>Collaborate with Tayside Regional Improvement (TRIC) colleagues on development of key policy areas; (early and deferred entry; cross border; charging; admissions)</p> <p><i>Service Manager (Early Years)</i></p>	<p>Aug 2018 Revised Date: May 2019</p>	<p>A number of meetings have taken place across Tayside Regional Improvement Collaborative (TRIC). Work is in progress to update deferred entry policy.</p>
<p>Implement Literacy and Numeracy Strategies and associated interventions to close the poverty related attainment gap.</p> <p><i>Head of Education (Early Years and Primary)</i></p>	<p>Establish PKC Literacy and Numeracy Leaders Groups at Local Management Group level to provide core professional learning and support.</p> <p><i>Quality Improvement Officer (QIO) (Literacy and Numeracy)</i></p>	<p>Sep 2018 Revised Date: Apr 2019</p>	<p>QIO with responsibility for Literacy and Numeracy takes up post in January. Strategies to be launched at Headteacher meeting in January.</p>
<p>Implement the Health and Wellbeing Strategy</p> <p><i>Head of Education (Early Years and Primary)</i></p>	<p>Establish a Health and Wellbeing Network involving early years, primary and secondary Health and Wellbeing Leaders.</p> <p><i>Quality Improvement Officer (Health & Wellbeing)</i></p>	<p>Aug 2018 Revised Date: Apr 2019</p>	<p>QIO with responsibility for Literacy and Numeracy takes up post in January.</p>
	<p>Establish the Health and Wellbeing Strategy monitoring group.</p> <p><i>Principal Educational Psychologist</i></p>	<p>Aug 2018 Revised Date: Apr 2019</p>	<p>Delivery of this action has been affected by delays in the launch of the strategy and capacity issues in QIO and Educational Psychology teams.</p>
<p>Work towards achieving 2020 readiness for the 1+2 approach to Language Learning; giving every child the opportunity to learn two languages in addition to their first language.</p> <p><i>Head of Education (Early Years and Primary)</i></p>	<p>Create collaborative opportunities across Local Management Groups (LMGs) and sectors to support planning for delivery of Language 3.</p> <p><i>Quality Improvement Officer (Literacy and Numeracy)</i></p>	<p>Sep 2018 Revised Date: Aug 2019</p>	<p>Planning has begun within LMGs, although some are further progressed than others. Meetings are taking place with all Primary Head Teachers to monitor and assist with planning for delivery of Language 3 (L3).</p>