

PERTH AND KINROSS COUNCIL
EXECUTIVE SUB-COMMITTEE OF LEARNING & FAMILIES COMMITTEE
29 AUGUST 2022

COLLABORATIVE IMPROVEMENT PROGRAMME

Report by Executive Director (Education and Children's Services)
(Report No 22/197)

1. PURPOSE

- 1.1 This report provides Committee with the key findings of the Perth and Kinross Council (PKC) Collaborative Improvement Programme.
- 1.2 This is a new approach to securing improvement within Education Services, through shared work involving staff from the local authority, Education Scotland and the Association of Directors of Education Services (ADES).
- 1.3 This report seeks to describe the process of collaborative improvement, to summarise the key findings for the PKC Education Service, and to outline the next steps to be taken as a result of this.

2. RECOMMENDATION	
2.1	<p>It is recommended that the Committee:</p> <ul style="list-style-type: none">• Notes and comments on the update report; and• Requests the Executive Director (Education and Children's Services) to report on the impact of the actions detailed through the Education Report and Plan in August 2023.

3. STRUCTURE OF REPORT

- 3.1 This report is structured over the following sections:
- Section 4: Background
 - Section 5: Proposals
 - Section 6: Further Considerations
 - Appendices

4. BACKGROUND

- 4.1 The Collaborative Improvement Programme is a new approach to bringing about improvement. The basis of this approach is outlined in the [Education Reform – Joint Agreement](#) issued by the Scottish Government in June 2018 and accords with the call for a 'strengthened middle' in the Organisation for

Economic Co-operation and Development (OECD) report from 2015

[Improving Schools in Scotland: An OECD Perspective.](#)

The approach is also intended to address the recommendation in the Audit Scotland report [Improving outcomes for young people through school education](#) (March 2021) that councils should work with schools, Regional Improvement Collaboratives, and partners, to reduce variability in educational outcomes for children and young people across local authority areas.

- 4.2 The Collaborative Improvement Programme is now being undertaken across all 32 local authorities in Scotland and the PKC Education Service was the third local authority to participate. The first phase of the programme took place between 24 November and 7 December 2021, with further activities planned over subsequent months.

5. PROPOSALS

- 5.1 The aim of the Collaborative Improvement Programme is to secure improvement in an identified area of need. The focus of activity for the PKC programme was agreed through discussion with senior officers from the Education Scotland team, and with ADES representatives. It was based on the priorities already identified by the PKC Education Service through the use of local data, self-evaluation and stakeholder feedback. A clear area of focus for PKC was on improving inclusive practice, and specifically, on improving outcomes for children and young people with social, emotional and behavioural needs (SEBN) at secondary school level.

It was clear that, as a key part of this programme, it would be helpful to 'look outwards' and consider best practice in other local authority areas and look at how they addressed similar issues. Therefore, the model of the Collaborative Improvement Programme in PKC included input from three other local authorities who volunteered to share their approaches. The three local authorities who participated were South Lanarkshire Council, South Ayrshire Council and Glasgow City Council.

- 5.2 A programme of activity was then planned out by the PKC 'core team', and undertaken over a number of sessions between November and December 2021. All of the information that was gathered was considered by the Collaborative Improvement Team and the key areas of strength and challenges were identified for PKC to take forward.
- 5.3 The key strengths identified that there was a strong drive for improvement and a clear and consistent vision for inclusion within the local authority. The PKC Education Service was judged to have a robust process for using data for improvement and a coherent plan in place to improve outcomes. Full details of the programme and its outcomes are contained within Appendix 1.
- 5.4 The result of the Collaborative Improvement Programme is that an action plan (Appendix 2) was developed which details the further work that will take place to deliver improved services for children and young people with SEBN in secondary schools. The three main areas of focus within the action plan are:
- To further develop a culture of inclusion within educational establishments;

- To build capacity and confidence in staff in supporting children and young people with significant additional support needs; and
- To enhance the supports within the PKC continuum of support.

5.5 Visits and further collaboration with other local authorities will include school leaders, alongside seeking the views of children, young people, partners and parents on the next steps.

6. FURTHER CONSIDERATIONS

Conclusion

6.1 The Collaborative Improvement Programme was a valuable and worthwhile activity for the PKC Education Service and has provided strengthened partnerships with Education Scotland, ADES and other local authority colleagues. This will impact positively on the outcomes for children and young people with SEBN in PKC.

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Approved

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1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	Yes/None
Community Plan/Single Outcome Agreement	No
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	Yes
Communication	
Communications Plan	Yes

1. Strategic Implications

Community Plan/Single Outcome Agreement

- 1.1 This section sets 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; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No. (ii).

Corporate Plan

- 1.2 This section sets out how the proposals relate to the achievement of the Council's Corporate Plan 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 Objective No. (ii).

- 1.3 The report also links to the Education & Children's Services Vision, Values and Priorities in respect of the following key Priority area:

- Learning and Achievement

2. Resource Implications

Financial

- 2.1 There are no financial implications contained in this report.

Workforce

- 2.2 There are no workforce implications contained in this report.

Asset Management (land, property, IT)

- 2.3 Not applicable.

3. Assessments

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The proposals have been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

- (iii) Assessed as **relevant** and the following positive outcomes expected following implementation:

- Improved analysis of additional support needs (ASN) support within all secondary schools;
- Clear actions developed to improve inclusive practice; and
- Collaboration with stakeholders and external partners to improve specialist provision for young people with complex needs.

Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

The proposals have been considered under the Act, however, no action is required as the Act does not apply to the matters presented in this report. This is because the Committee are requested to note the contents of the report only and the Committee are not being requested to approve, adopt or agree to an action or to set the framework for future decisions.

Sustainability

- 3.3 Not applicable.

Legal and Governance

- 3.4 Not applicable.

- 3.5 Not applicable.

Risk

- 3.6 Not applicable.

4. Consultation

Internal

- 4.1 This information contained within this report has been shared with headteachers, central officers and senior management team for Education and Children's Services. Further consultations are planned with school-based staff, partner organisations, parents and children and young people as part of the validated self-evaluation process.

External

- 4.2 This report has been prepared and consulted on with the Education Scotland Scrutiny and Regional Area team representatives and with the ADES collaborative improvement representatives.

5. Communication

- 5.1 The process undertaken within Perth and Kinross Education Service within the collaborative improvement programme, and the outcomes from it have been communicated to Headteachers. This report will be shared with elected members, Education Scotland and ADES. The outcomes and action plan will be shared with relevant school staff and partners and will be reported through the review of the Education Plan in August 2023 at the Learning and Families Committee.

2. BACKGROUND PAPERS

- 2.1 The following background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (and not containing confidential or exempt information) were relied on to a material extent in preparing the above report:

- [Education Reform – Joint Agreement \(Scottish Government June 2018\)](#)
- [Improving Schools in Scotland: An OECD Perspective \(OECD 2015\)](#)

- [Improving outcomes for young people through school education \(Audit Scotland March 2021\)](#)

3. APPENDICES

- 3.1 Appendix 1 - Collaborative Improvement Programme Summary Report
Appendix 2 - Collaborative Improvement Action Plan 2022-2025