

**Education and Children's Services**  
**Interim Performance Summary**  
**1 April 2019 to 30 September 2019**

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# Introduction

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

**Welcome to Education and Children's Services Interim Performance Summary - 1 April 2019 to 30 September 2019.**

The Education and Children's Services Business Management and Improvement Plan (BMIP) 2019/20 sets out the key actions which will be delivered by Education and Children's Services in 2019/20 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.

At the heart of this report are the shared priorities identified in 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.

A key focus for our work is early intervention and prevention and meeting the responsibilities of the **Children and Young People (Scotland) Act 2014**. The **Education (Scotland) Act** and the **National Improvement Framework for Scottish Education** bring responsibilities and opportunities, and a focus on raising attainment for all and closing equality gaps. We remain committed to delivering equity and enabling inclusion in all of our services.

We aim to optimise wellbeing and provide children and young people with the best possible start and, together with our partners, intervene at the earliest possible point and provide the appropriate support to address issues or concerns where required. Ensuring parents are supported to respond most effectively to their children's needs is key and the developing **Tayside Parenting Strategy** will inform the provision of universal and targeted support, integrated working with services for adults and information for parents with children at all ages.

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

We recognise the hard work of all colleagues and partners in achieving better outcomes for many children, young people and their families. We also recognise that there remain areas where further improvement is required. Our ambition, compassion and integrity drive us to ensure we continue improving lives together.

## Service Performance Summary

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

**Developmental milestones** are assessed in nurseries and partner providers for children who are expected to start primary 1 in the following August. This year, 81% of the P1 roll are estimated to be meeting all expected development milestone figure. This figure was similar in the previous 2 years. Speech and Language, Emotional Development and Attention are the milestones most likely not to be met. Boys and children from more deprived backgrounds are much more likely to not meet milestones.

The expansion of **Early Learning and Childcare** (ELC) is being implemented early in all areas across Perth and Kinross, with full roll out of 1140 hours of ELC on track to be delivered for all eligible children by August 2020.

Since March there has been a 4% increase of 3 to 5 year olds now benefiting from extended hours (now at 14% of the total), earlier than the requirement to do so by August 2020. Early implementation throughout session 2019-2020 will deliver increased access for eligible two year-olds, with all 3 to 5 year olds and eligible 2 year olds being offered 1140 hours of ELC by August 2020.

Suitably qualified staff have been recruited to strengthen the workforce and deliver quality provision. This has been achieved through collaboration with HR colleagues to progress a variety of PKC initiatives including Modern Apprentices.

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 shows steady, long-term progress, based on teacher judgements of Curriculum for Excellence (CfE) levels, although P4 and P7 show a slight decrease from last year. Writing and numeracy levels remain generally lower than for reading and listening/talking, especially for P4 and P7, and the poverty-related gaps more persistent, highlighting ongoing priorities for the literacy and numeracy strategies that have been established.

The 2019 SQA National Qualification results show sustained high levels of attainment, particularly in S6. More detailed information is included in the **Raising Attainment Strategy Update** report, with results for 2019 school leavers expected to be available in February 2020.

The PKC **Literacy and Numeracy Strategies** provide clear direction for all to ensure that our learners experience the highest quality of literacy and numeracy learning and teaching at all stages from the early years to the senior phase. Educational Psychology input has supported the gathering of sound research to determine effective universal and targeted approaches to raising attainment. Impact is being measured through the improvement in young children's emergent literacy skills, the number of learners attaining appropriate Curriculum for Excellence Levels in P1, P4, P7 and S3 and the percentage of pupils attaining National Qualifications. To support schools in taking forward the key actions from both strategies each Local Management Group has identified leaders and coordinators to cascade national/local updates, share practice and engage in professional dialogue and learning. This offer to schools is based on analysing school and local authority data to gain an understanding of the strengths and areas for development across PKC. The intention is to create a structure which builds capacity across LMGs and schools, and provides feedback to the local authority about successes and further work to be done to support improvement.

Schools have further developed their approaches to analysing data in order to ensure effective planning for the use of **Pupil Equity Fund**. School leaders continue to be supported to use an action research model and tools from the **Educational Endowment Fund** to analyse school level data to identify attainment gaps, and from there to select and evaluate appropriate interventions.

In the coming session schools plan to continue their focus on areas of literacy, numeracy and health and wellbeing. There will be an increased focus on improving aspects of learning and teaching in early years and primary. Many schools will use some of their PEF money to engage staff to support delivery of interventions or to support staff training for sustainability of projects.

Education Scotland published inspection reports for Cleish Primary School, Burrelton Primary School and Logiealmond Primary School which received evaluations of *Good* or *Very Good* across all Quality Indicators, and Goodlyburn Primary and Nursery Class which received evaluations of *Satisfactory*, *Good* or *Very Good* across all Quality Indicators.

Significant progress has been made in projects within the **Education and Children's Services School Estate Programme**, including planning approval for a new nursery building at Inchture Primary School and an extension to the nursery at Rattray Primary school, as well as the start of work on site for the refurbishment and extension of Longforgan Primary School and a new nursery within St Ninian's Episcopal Primary School. As the new school year began in August, the first pupils (S1 & S2) entered **Bertha Park High School**, Scotland's first new school for over 20 years.

Across Perth and Kinross, Angus and Dundee there is a PanTayside approach to the implementation of the **Scottish Government's 1+2 Languages policy**. Our most recent survey carried out in March 2019, indicates that schools have continued to maintain the pace and progression of L2 implementation in line with national expectations. Further evidence from the survey indicates that plans are in place across LMGs and sectors to support the delivery of L3. Support continues to be delivered to schools and LMGs to ensure readiness for full implementation by August 2021.

In April 2019 The Gannochy Trust and Perth and Kinross Council jointly launched a universal youth work programme across Perth and Kinross. Over a 3 year period, the programme will see more than £900,000 invested in local youth work agencies in 5 localities. The programme provides support to strengthen and secure youth work agencies across Perth & Kinross enabling them to offer young people aged 11 to 19 quality youth work activities after school and in the holiday periods. The youth work agencies involved in local delivery are Perth & District YMCA, Strathmore Centre for Youth Development, Alyth Youth Partnership, Coupar Angus Youth Action Group, KYTHE and LOGOS.

The **Duke of Edinburgh's Award** provides opportunities for young people aged 14 – 25 and adult volunteers within Perth and Kinross to participate in a voluntary, non-competitive and flexible programme of cultural and adventurous activities irrespective of their background or ability. Between April and September 2019, Perth and Kinross Council had 1,190 young people involved in the Award, delivered by eight Secondary Schools, a number of Universal Youth Work providers and Community groups, with 330 volunteers based in 24 units to support the delivery of the award. During this period a total of 92 young people attained an Award (49 Bronze, 20 Silver and 23 Gold). On the 5th of July, 73 young people were presented with their Gold Award by HRH Prince Edward at Holyrood Palace.

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

The **Health and Wellbeing Strategy** was launched to schools in June 2019. The views of children and young people were pivotal in determining the scope of the strategy, and a Health and Wellbeing Network has been established to support the strategic goals identified. The strategy clearly targets the responsibility of all to scaffold and underpin excellent Health and Wellbeing of young people across PKC.

The **Emotional Wellbeing Collaborative** continues to develop improvement activity including a successful project with Coupar Angus Primary School and Live Active Liesure. This project is using sport to help children develop resilience skills and is being spread to a further eight schools in the 2019/20 academic year. Work has been ongoing with Blairgowrie High School to improve staff wellbeing, with positive improvements seen when staff completed a follow up survey in June 2019. Support will continue to extend the impact this academic year; similar work has also started with the staff group at Fairview School.

The Educational Psychology Service worked collaboratively with the Emotional Wellbeing Collaborative to extend the reach of the **Bounce Back** resilience programme by providing training and implementation support for three secondary schools in addition to the existing primary school provision. Evaluation measures are in place in relation to resilience, connectedness and staff wellbeing, with baseline measures being established in September 2019. The programme will be piloted with young people during session 19-20 and its impact tracked.

**Family Change** is a specialist therapeutic social work service, set up to support children and their families who have experienced significant trauma, currently working with 25 individual children and young people. Family Change also offers a consultation service to a wide range of people who care for and support vulnerable children, including parents and carers, social work colleagues and colleagues from health, education and third sector organisations. 31 consultations were delivered from April to June 2019, which is in line with expectations.

The **Children with Disability Outreach Service** offers a variety of effective interventions to support children and young people affected by disability. The service operates in Woodlea Cottage and also directly with families in their own homes. The two main challenges experienced by families are behaviour and sleep. The team has provided support to 29 children, young people and their families in the first quarter of 2019/20, compared to a total of 57 in 2018/19, indicating that the number of children and young people receiving a service may rise slightly this year.

Collaboration across the **Tayside Regional Improvement Collaborative** led to the launch of a toolkit for staff which supports Emotional Health and Wellbeing for children and young people. The toolkit aims to raise awareness of emotional health and wellbeing whilst highlighting the importance of prioritising early intervention. Pathways of support and guidance for all universal staff will help to implement the principles and practice of underpinning policies such as Getting It Right for Every Child, Curriculum for Excellence, Health Promoting Schools, and the Scottish Mental Health Strategy 2017-2027.

Opportunities for families to be involved in **family learning** over the summer holiday period were extended this year and a range of activities, including lunches, engaged families in a variety of venues. This has provided learning that will inform the provision to be offered in the October and December holidays.

A national survey of parents views on ***Parental Involvement and Engagement*** was completed. Although only 9% of the parents of children in Perth and Kinross Council schools responded, the responses received will be valuable in helping plan future activity. The survey highlighted:

- Most respondents strongly agreed/agreed that the school staff are approachable, the school can be contacted within school opening hours, they are confident that if they needed to contact their child's school, it will respond helpfully to questions and comments and the views and suggestions of the Parent Council are taken into account by the school's senior management team.
- The majority of respondents agreed that the school keeps them well informed in a way they can understand, they know what their child is learning at school, there are opportunities for them to help at their child's school and overall, they are satisfied with how the school engages with them.
- Looking at areas for further development, fewer than half of respondents agreed that the school provides them with useful information about how they can help their child learn at home, asks for their views about their child's learning and takes them into account, or gives them information they need to support their child's learning. Just less than a third of respondents said that the school never gets in touch with them to provide information on ways to help their child continue to learn at home.

The family learning project developed in partnership with Scottish Prison Service and Angus, Dundee and Fife Councils has been successful in reaching the final round of the COSLA Excellence Awards for 2019. The project is led by the Parenting and Family Learning Team and was already a silver award winner at the Designing Futures Together Awards 2019.

**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**

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. The number of young people accessing residential placements has reduced significantly, from 27 in August 2017, to 11 in August 2019, due to a concerted effort to return young people to community placements and improved monitoring of decision making for young people. The establishment of REACH has ensured a more intensive approach to avoid the need for young people to become accommodated and has been instrumental in keeping young people out of care.

There are currently 9 care experienced young people engaging in Activity Agreements. 5 Young people are taking part in the Route INTO: Programme where the young people will have an opportunity to gain career-appropriate skills with a number of partners such as Hadden's Construction, All Scotland Gym and the Gleneagles Hotel. To further enhance the young people's skills there are volunteering opportunities at the "Full Of Beans Community Café". Young people are further supported to build confidence and plan their next steps towards a more positive destination.

From April to June, 16 young care experienced people moved on to positive destinations, including full time employment or modern apprenticeships within the hospitality industry and the construction industry, further education at Perth College or a Barnardo's stage 2 employability programme, where they will be further supported towards a positive destination.

Unaccompanied asylum-seeking children (UASC) are children and young people who are seeking asylum in the UK, but are separated from parents or carers. Since October 2016 we have provided care and accommodation for 10 UASC young people and have committed to supporting a further 10 over the next few years in order to meet the Council's commitment to UASC.

All ten young people have been registered with a dentist, G.P and Live Active, and where appropriate have been referred and accepted through a variety of counselling/psychology support services. All have attended English for Speakers of Other Languages (ESOL) classes through Perth College and a number of young people have also attended the jointly supported additional learning options via Services for Young People. Young people are accommodated in supported accommodation, with some progressing on to independence. Six UASC young people are attending college, with others in full time or part time employment or volunteering.

The provision of **independent advocacy** in Services for Children, Young People and Families is being strengthened, with Independent Advocacy Perth and Kinross being contracted to provide advocacy support for children and young people looked after at home and those who are working voluntarily with the service. There is also investment into Rights Respecting Schools to help fund registration fees to encourage schools to sign up for and buy into the Rights Respecting Schools Award. In addition, the use of Mind Of My Own (MOMO) is being expanded to include MOMO Express for children under 8 and children with disabilities.

Perth & Kinross Association of Voluntary Service (PKAVS) Young Carers Hub continues to support children and young people aged between 5 and 18 years old to cope with what can

often be an all-encompassing caring role. At present, PKAVS supports 335 young carers with an average 10 new referrals for young carers every month. Over 40% of the 335 young carers PKAVS currently support come from single parent families and so often these children and young people are not only a young carer, but the main carer.

In June 2019, the Annual Young Carers Consultation event took place, providing a chance to talk to young carers first hand and seek their views on what they would like their support to look like over the next 12 months.

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

Through guidance from the Scottish Government, Perth and Kinross has started Bail Supervision under the **Whole System Approach**, aimed at young people aged 16-21 (26 for care leavers) to offer a direct alternative to remand, and reduce the number of people being held in custody while awaiting an outcome in court. This approach follows national guidelines and bridges Services for Young People and Criminal Justice to give a comprehensive package to these young people. Support and guidance is provided using a holistic approach, allowing young people an opportunity to successively remain in their community and to acquire life skills. Since May 2019, 6 young people have been placed on bail supervision.

The Child Protection Committee (CPC) held its Annual Development Day in May 2019, and this year held a joint event with members from the Adult Protection Committee (APC). The theme was: Working together to prevent harm, recognising the common issues and shared responsibilities of both partnerships. A Joint Feedback and Evaluation Report has been used by both partnerships to inform their respective partnership improvements plans and their capacity for improvement.

## 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 2019.

The annual [Participation Measure](#) reports on the Scottish Government's *Opportunities for All* pledge, which aims to ensure that all young people are supported into learning, training or employment. The latest report, from August 2019, shows that for the fifth 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 93% of young people aged 16-19 taking part in employment, education or training.

	<i>Overall</i>	<i>Individual age groups</i>			
	<b>16 – 19</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>
<b>PKC</b>	93.4%	99.3%	96.3%	91.1%	87.4%
<b>Scotland</b>	91.6%	99.0%	94.8%	89.1%	83.9%

The **Care Inspectorate** has completed 7 inspections of services for children and young people within Perth and Kinross since April 2019, almost all of which have received gradings of *Good* or better in all quality themes. Services within PKC received ratings of *Good* or better in 88% of all quality theme gradings, compared to approximately 84% 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.

*"Great nursery! Staff are personable and caring. Good focus on learning and education but in a fun and vibrant setting." (Cheeky Monkeys)*

*"The manager and her team create fantastic learning experiences for my child. They are always outside and regularly go to the park and other community areas." (Cragie Park)*

*"Exceptional service. My child always seems to be having good fun when I collect her and has a great rapport with the staff and they with her." (North Muirton Kids Club)*

*"The staff were excellent ensuring my child settled in well when he first started and they give good feedback when he attends. They are very thoughtful and kind." (Village Kids Club)*

*"My daughter has thrived at Milnathort Nursery. I feel very confident in her carers. She loves going to nursery." (Milnathort Primary School Nursery)*

*"My daughter loves after school club and would go every night if she had the chance. I have never had any concerns." (Letham Kids Club)*

*"This is my second child attending the service and both children have made excellent progress. This is down to the excellent provision by very caring and welcoming staff." (Fossoway Primary School Nursery)*

Inspections by **Education Scotland** also involve feedback from parents and carers. Questionnaires completed by parents show that overall 91% are happy with the school that their child attends.

REACH has already received positive feedback from a range of stakeholders including young people accessing the service, and this feedback will be incorporated into the Team Improvement Plan and will allow reflection on all aspects of work of the multi-disciplinary team.

*"I can talk to my REACH worker about difficult things because I trust them."*

*"I feel like my worker cares about me and wants the best for me."*

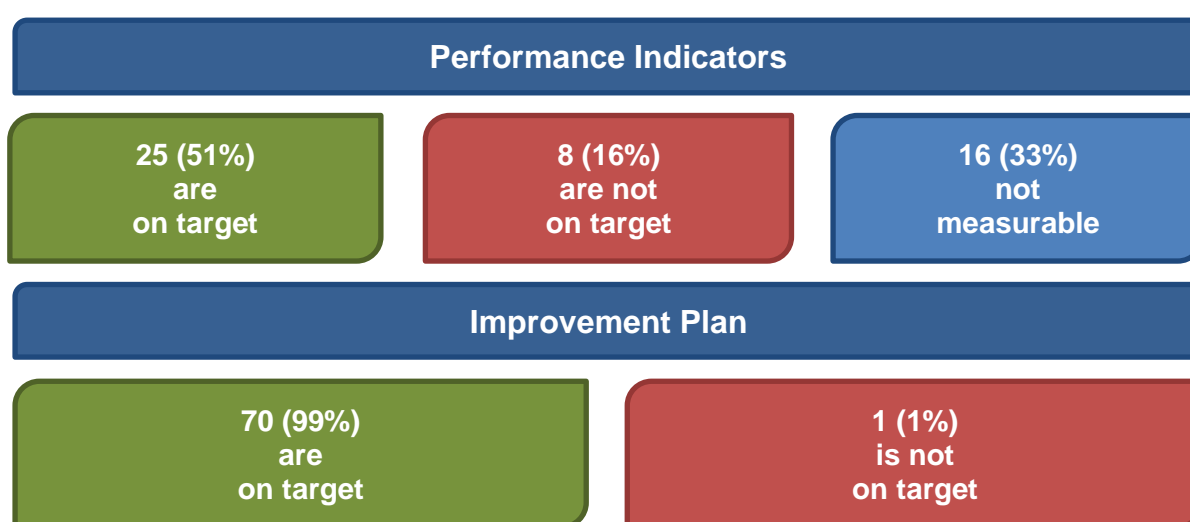
*"REACH is always there to help me and listen to me."*

## Progress against Performance Indicators and Improvement Plan

Over the six months from 1 April 2019 to 30 September 2019 Education and Children's Services has made significant progress in delivering the services and actions identified in the Business Management Improvement Plan (BMIP).

The BMIP includes 49 key performance indicators. A summary of progress for these indicators is included in the table below. 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 these will be included in the full performance update at the end of the year.

The table also includes a progress summary for the 71 improvement actions contained within the BMIP Improvement Plan.



**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			Target
	2016/17	2017/18	2018/19	2018/19
<b>Learning and Achievement</b>				
<b>% Attendance for Primary School pupils</b>	95.2%	94.8%	95.0%	<b>96%</b>
<b>% Attendance for Secondary School pupils</b>	91.1%	91.1%	90.5%	<b>93%</b>
Overall attendance in secondary has fallen slightly over recent years and is related to increases in unauthorised absence. In primary a recent downward trend has been reversed in the last full year measured, but unauthorised parental holidays continue to impact on attendance, as well as other unauthorised absence in secondary. Attendance of those from more deprived categories has declined more than others. Work is underway to review attendance levels and identify actions that can be taken to improve performance; monitoring in schools is supported by Quality Improvement Officers, family engagement, partnership and multi-agency working.				
<b>Exclusion incidents per 1,000 Primary pupils</b>	9	6	8	<b>9</b>
<b>Exclusion incidents per 1,000 Secondary pupils</b>	46	45	55	<b>45</b>
The long term trend in exclusions from school continues to reduce in both primary and secondary, although the latest year shows slight increases in both sectors against this trend. Primary has reduced from 14 per 1,000 pupils in 2009/10 to 8 in 2018/19, and Secondary has reduced from 66 per 1,000 pupils in 2009/10 to 55 in 2018/19. We have an ongoing authority-wide commitment to inclusive practice, including development of an 'Excellent Relationships, Excellent Learning and Teaching' policy. To support this there is robust analysis of data to improve performance.				

Indicators not achieving target	Performance			Target
	2017/18	2018/19	2019/20	2019/20
<b>Care and Equity</b>				
<b>% Looked After Children with more than 1 placement in the last year</b>	24%	21%	36% (Aug 2019)	<b>20%</b>
<p>This indicator was reported for the first time in the 2019/20 BMIP, and is drawn from the Local Government Benchmarking Framework (LGBF). 281 children were looked after at 31 August 2019. 180 (64%) of these had 1 placement during the year and 101 (36%) had more than 1 placement.</p> <p>There has been a large number of children who were accommodated at one time and temporary arrangements have been necessary until more permanent placements can be made. There is a concerted effort to minimise moves, with an increased use of kinship placements as well as the recruitment of foster carers.</p>				
<b>% of children with an approved permanence plan within 4 months of the decision to recommend for permanence</b>	35%	56%	25% (Aug 2019)	<b>85%</b>
<p>4 young people were considered at Fostering and Permanence Panel within this period, with 1 being considered within 4 months of the LAC Decision. This compares to 88% for the same period last year. In 3 of these cases there were complex legal issues preventing permanence decisions.</p>				
<b>Safe and Protected</b>				
<b>% of Unborn Baby Initial Case Conferences held within timescales</b>	27%	71%	50% (Aug 2019)	<b>87%</b>
<p>There were 6 Unborn Baby case conferences in this period, with 3 being held within timescales.</p> <p>Of those which fell outwith the timescale; one was a late presentation and two were due to capacity issues. It will be necessary that we review the systems and processes associated with these case conferences to mitigate against similar issues being experienced again.</p>				
<b>Statutory Criminal Justice Social Work case closures signed off with 5 working days of release (Housing and Communities Committee)</b>	27%	71%	65% (Jul 2019)	<b>87%</b>
<p>The 5 day closure is reliant on a number of variables from other stakeholders which can impact on the ability to close files off within five working days. The main reason for delays centres around the ability of the Scottish Prison Service (SPS) to promptly advise the Criminal Justice team that prisoners have been released, downgraded or re-located to another establishment.</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
Develop and implement the Perth and Kinross Council Raising Attainment Strategy 2019-2022. <i>Head of Education</i>	Develop and implement an overarching strategy that focuses on raising attainment for all and closing the poverty related attainment gap. <i>QIO (Primary)</i>	Sep 2019  <b>Revised date:</b> Mar 2020	The Raising Attainment Strategy 2020-2023 is currently being drafted to align with the new Learning and Teaching policy which is in draft, along with the Literacy and Numeracy strategies which are being refreshed.