

EDUCATION AND CHILDREN'S SERVICES

ANNUAL PERFORMANCE REPORT 2017/18

CONTENTS

	Page
Introduction	2
Strategic Overview	3
Headline Achievements 2017/18	4
Organised to deliver	13
Performance Indicators	16
Service Improvement Plan 2017/18	25

Note that chart vertical axes may be adjusted to aid interpretation.

INTRODUCTION

This report sets out the key actions delivered by Education and Children’s Services (ECS) in 2017/18 to ensure better outcomes for everyone in Perth and Kinross, and contribute to the delivery of the Council’s strategic objectives. It allows us an opportunity to reflect on the progress we have made and report on our performance against the identified performance indicators.

The recent Joint Inspection of Services for children and young people in Perth and Kinross was overwhelmingly positive, and concluded that “*the life chances and wellbeing of children, young people and families in Perth and Kinross are improving as a result of strong leaders working collaboratively to deliver high quality and effective services*”.

At the heart of this report are the shared priorities identified in the Tayside Plan for Children, Young People and Families 2017-2020, which was jointly produced by the three Community Planning areas of Angus, Dundee and Perth & Kinross. This plan outlines a shared vision for children, young people and families across Tayside:

“Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up”

The Tayside Plan highlights our combined partnership approach towards the planning, management, commissioning, delivery, evaluation and improvement of services for all children, young people and families. It outlines five key priorities, which align closely to three of the Council’s five strategic objectives.

Tayside Plan Key Priorities				
Pre-birth & Early Learning	Learning & Attainment	Health & Well-being	Looked After Children, Care Leavers & Young Carers	Safeguarding & Child Protection
Council Strategic Priorities				
Giving every child the best start in life		Developing educated, responsible and informed citizens		Supporting people to lead independent, healthy and active lives

The Perth & Kinross Community Plan sets out an overarching vision for Perth & Kinross, and along with the Perth & Kinross Council Corporate Plan, ensures that all Council plans and strategies are focused on delivering a shared vision for Perth & Kinross.

In addition, this plan is also informed by the work of the Perth & Kinross Fairness Commission and the recommendations included in the commission’s Fairer Futures report. Three of these recommendations are specifically pertinent to ECS responsibilities:

- *Take account of socio-economic disadvantage when making decisions.*
- *Identify the most powerful local interventions to tackle child poverty.*
- *Develop efficient and equitable access to support for individuals and families.*

Structural re-organisation in Perth & Kinross Council means that Criminal Justice Services is now managed through ECS; details of this service will appear in future versions of this report.

We are undertaking an ambitious programme of transformation projects, based on innovation, creativity and flexibility in service design and delivery, workforce development, asset management and stakeholder engagement. Central to improving outcomes for children and young people will be collaboration with partners in the public, private and 3rd sector, including those that deliver services for the adults in the families.

The transformation approach will allow the organisation to achieve redesign that will meet future financial challenges and service demand whilst maintaining high quality services.

We remain committed to ensuring that children and young people are safe, healthy, achieving, nurtured, active, respected, responsible and included and that they and their families receive the help they need, when they need it, to achieve 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.

Sheena Devlin
Executive Director (Education & Children’s Services)

STRATEGIC OVERVIEW

Improving outcomes for children and young people is the core business of Education and Children's Services. Our focus is to ensure that children, young people and their families receive appropriate experiences and support to best meet their wellbeing and learning needs and achieve positive outcomes. Getting this right is critical when children are in their early years and at key transition points.

A key focus for our work is early intervention and prevention, embedding the principles of Evidence2Success and Getting It Right For Every Child (GIRFEC) 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 our Parenting Strategy informs the provision of universal and targeted support, integrated working with services for adults and information for parents with children at all ages.

Whilst maintaining high quality universal services, 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.

Together all of this activity enables us to keep children in Perth and Kinross safe and protected, and to promote their wellbeing, we work in partnership to provide holistic support to families to cope with the challenges they may face in their daily lives. Together with the Early

Years and Parenting Strategies our approach seeks to enable children and young people to remain in their own homes and community wherever possible and to achieve their potential.

Raising attainment and achievement for all is a key priority for Education and Children's Services, with a focus on increasing children's engagement in their learning and local delivery of the National Improvement Framework for Scottish Education (NIF).

The current priorities of the NIF are:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing and;
- Improvement in employability skills and sustained positive school-leaver destinations for all young people.

Notwithstanding the many improvements and successes that have been evident in recent years, there is still much work to be done in PKC to reduce the inequity gap that still persists. 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. The continuation of Pupil Equity Funding direct to schools as part of the Scottish Attainment Challenge is key to supporting schools to meet the most pertinent needs of their pupils.

The requirements of Continuing Care are also developing, affording young people who are care experienced more choice and providing a continuity of support that meets the welfare needs of the young person up to the age of 21. This is in order to provide a bridge from the protected status of a looked after child to adult independence.

HEADLINE ACHIEVEMENTS 2017/18

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

The recent Joint Inspection of Services for children and young people in Perth and Kinross identified that “Partners shared a commitment to ensuring children have the best start in life.”

ECS aims to improve outcomes for children from the earliest stage in life. We have worked in partnership with NHS Tayside and the Centre for Excellence for Looked After Children in Scotland (CELCIS) to identify how to strengthen support for pregnant women and their partners and for new parents, by improving identification of factors that could lead to neglect and enhancing their engagement in appropriate services.

Parents experiencing increased challenges in managing their new baby, including post-natal depression, confidence in their parenting skills, poor sleep patterns or digestive issues for their baby have benefited from the delivery of 21 Infant Massage courses. Courses were delivered across Perth & Kinross in 2017/18, with 140 families attending at least one session, and 126 completing the course. Monitoring of the impact of the courses has shown that parents;

- gain skills to continue to massage their babies at home;
- have more confidence to ask for information when they need it;
- increase their understanding of the cues their babies provide.

The 0-3 Partnership Planning group for children with complex disabilities has been refreshed. The group focuses on ensuring a smooth transition from Health to Education.

There has also been an expansion of support for children under 2 and their families through Little Explorers Groups, Get Set Go Group and development of the 0-3 ECP role.

The Scottish Government is committed to expanding the provision of funded Early Learning and Childcare (ELC) from 600 to 1140 hours by 2020. The Perth and Kinross ELC

Expansion Plan which will achieve this has been approved by the Scottish Government and early phasing is underway. This includes the introduction of extended hours for eligible families in the two settings within Perth City; City of Perth Early Childhood Centre (COPECC) and the newly-established Early Childhood Centre at Inch View Primary School.

In addition, 3 new Strong Start 2 provisions were established in Errol, Alyth and Tulloch, and 3 Partner Providers now have Strong Start 2 places available. The uptake of places has been steadily increasing, and as a result, 89% of two-year-olds with an additional eligibility had a nursery place. Together this investment in the expansion of early learning and childcare will support child development and closing the attainment gap, and is also supporting parents to return to work or study.

Inspection results for services providing Day Care for children, such as nurseries, playgroups, wrap-around care and afterschool clubs, have remained high, with 95% of services being rated as ‘Good’ or better for the quality of care and support they provide, and 100% being rated as ‘Good’ or better for the quality of staffing and the quality of the environment.

Play is key to children having the best start in life and helps them to learn and reach their potential. Over the past year a Play Framework for Perth and Kinross has been developed to enhance the availability of accessible, inclusive play within homes, schools, early learning and childcare settings and communities. The integration of play, including outdoor play, in the curriculum of schools is increasing, with several schools introducing opportunities such as freely chosen extended play, den building or Play Rangers in the playground. This Framework aims to improve the inclusion of play in the lives of all children, including those with additional support needs. One of the actions taken over the past year to improve play opportunities for children with complex needs has been the introduction of sensory play sessions “Little Explorers”.

Loose Parts training was delivered to senior managers, local authority and partner provider

staff by the Early Years Team. Support and Development visits have taken place across all nursery settings consisting of professional discussion and observations. Feedback from the visits has been very positive and has resulted in enhanced children's opportunities for the development of curiosity, inquiry and creativity.

Phase 2 of the 'Closing the Communication Gap' programme to upskill staff and parents to support children's early language development and early reading skills has been implemented in a further 12 nursery settings. Staff have begun engagement in a 12 month long improvement programme delivered in partnership with ECS Early Years Team and colleagues from NHS Tayside Speech and Language Therapy, supported by the national Children and Young People Improvement Collaborative, to help develop the local approaches used to address children's speech, language and communication needs, to improve gross and fine motor skills, and to raise attainment in early literacy.

Widespread, flexible and evidence-based approaches have helped to improve parents' skills and confidence. Parents and children completing structured programmes such as Incredible Years have reported that they have impacted positively on family life. For instance, almost 100 children had a parent or carer who completed the Incredible Years programme in 2017, and 72% of these children had improved behaviour. The availability of Playstart childcare provision as part of these programmes has reduced the barriers some parents experience to gaining parenting support.

A carefully structured Parent's Group was established at Navigate. This is facilitated by Teachers, SSCOs and partners of Navigate in promoting parents and young people's awareness and skills in areas such as Social Media, healthy eating and signposting to supportive services.

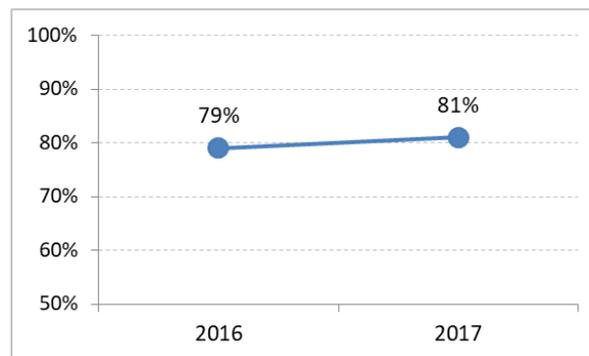
Targeted use of other parenting and family learning, such as the Peep Learning Together Programme, have improved levels of social & emotional development and early literacy and numeracy skills for children. An increased number of staff from a range of early learning and childcare settings completed training to deliver the Peep Learning Together Programme.

Pause Prompt Praise, an evidence-based intervention to close the attainment gap, has been further developed by Letham Primary School in partnership with the Educational Psychology Service, and extended to other schools as a parental engagement programme around literacy.

Throughout session 2017/18, 14 teachers have undertaken the role of Quality Assurance and Moderation Support Officers (QAMSOs). They have engaged in national quality assurance and moderation of literacy and numeracy, with an aim to supporting effective assessment and moderation across Perth and Kinross. Input has been successfully delivered to probationer teachers with feedback stating that the session was 'very useful as we will be able to use it in class to enhance our assessment.'

The proportion of children who reach all of their developmental milestones on entry to primary school is increasing. The aim is for 85% of all children to achieve all of their developmental milestones by 2020.

Figure 1: P1 pupils meeting Developmental milestones 2017/18



Source: ECS

Collaborative working between adult services, children's services and extended family members within a whole-family approach is helping to promote recovery and build resilience for families affected by the particularly challenging combination of mental ill health, substance misuse and domestic abuse.

The development of a Tayside & Fife partnership with HMP Perth is enabling access to an extended range of parenting and family learning opportunities, resulting in increased bonding and nurturing within families despite their separation.

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

Family Learning provides an opportunity for families, parents, carers and children, to participate in a range of learning experiences, either together or separately, to improve learning outcomes for children and young people. To support this, 17 additional Early Childhood Practitioner posts have been developed to expand family learning and parental engagement in early years settings.

The 2017/18 academic session has seen the successful implementation of Year 1 of the new Scottish National Standardised Assessments (SNSA), with very high levels of engagement. Initial analysis of the results of these assessments will inform teachers' professional judgements on the achievement of Curriculum for Excellence (CfE) levels.

The achievement of CfE levels shows a generally improving trend in literacy and numeracy. To strengthen this and address areas where less steady progress is being made a wide range of ECS staff and partners have collaborated to shape the direction of both a Literacy and a Numeracy Strategy.

Inspection results from Primary Schools and pre-school centres within Perth & Kinross inspected by Education Scotland continue to be very positive. During academic session 2017/18 four primary schools and two pre-school centres have been inspected. Of the 12 primary school quality indicators inspected, 5 have received 'Very Good' evaluations and 2 received the highest possible evaluation of 'Excellent'. Any areas for improvement identified during an inspection are addressed through a school action plan, developed in consultation with parents and elected members.

For the Senior Phase (S4-S6), the Literacy and Numeracy of school leavers is generally increasing; 92% of leavers achieved level 4 Literacy and 88% achieved level 4 Numeracy; 77% of leavers achieved level 5 Literacy and

62% achieved level 5 Literacy. However, there is a need for continued focus to achieve steady improvement.

Further, more detailed information on Attainment is contained in the Raising Attainment Strategy Update 2017.

The Pan Tayside 1+2 Collaboration is supporting the 1+2 approach to Language Learning, giving every child the opportunity to learn 2 languages in addition to their first language. All Primary schools are now providing French as a second language from P1 to P7, exceeding the expected milestones. Collaborative work is now in place between Primary and Secondary schools to support languages transition and to plan for L3. Perth Grammar School Cluster have been successful in their approach to language learning and are finalists in the Education Scotland 1+2 Award.

Implementation of the Perth and Kinross Digital Strategy is progressing, with Kinross, Milnathort and Portmoak Primaries all being awarded the Digital Schools Award. A further 15 schools have registered or are in the process of achieving the awards.

To contribute to development of our schools workforce the first cohort of "Learn to Teach" (LTT) candidates have successfully completed their first year as probationer teachers. As a result we will have 11 new teachers in our schools for next session. The value of the opportunity was summarised by one candidate

"LTT enabled me to pursue a career in teaching without the financial concerns that would have come with taking on the full time PGDE."

In March 2018 a pilot project to review approaches to reporting to parents of children and young people in Primary and Secondary Schools was concluded. This pilot has resulted in the development of a range of approaches to reporting in consultation with parents, staff and pupils that all schools will now have the opportunity to use in the coming session.

Around 80 staff working in Primary Schools and Early Years settings were involved in music training sessions delivered by the National

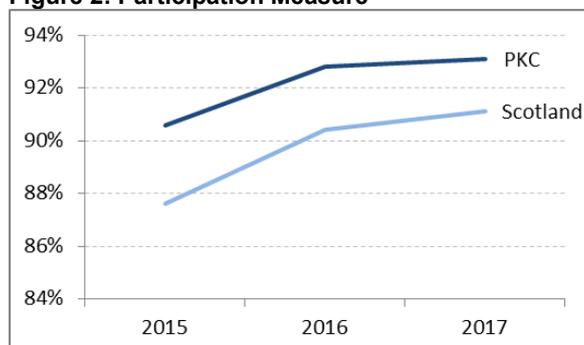
Youth Choir of Scotland (NYCOS). Through Singing Games and Rhymes, based on the Kodály music principles, staff were introduced to a variety of materials that engage children in a musical experience, while skills in literacy, numeracy and health and well-being are continually developing. Staff have continued to engage the pupils in songs and rhyme sessions in their own settings, with some staff about to begin a further small school/nursery based project with NYCOS tutors to further their skills in teaching music to children.

Five schools worked with a Quality Improvement Officer and the Children's University, to enhance wider achievement opportunities and reduce inequity. This aided schools to increase the number of partners providing wider achievement opportunities for their pupils and to develop approaches to tracking and celebrating the activities undertaken.

The Educational Psychology Service has developed a new collaboration with Developing the Young Workforce to develop and deliver a session in four schools on positive Psychology and Growth Mindset, as part of the 'Resolutions Mentoring' programme, with the aim of supporting young people to have a positive destination post-school.

The annual Participation Measure from Skills Development Scotland shows the proportion of 16-19 year-olds participating in education, training or employment. Results show that Perth & Kinross remains 2% higher than the national average for young people aged 16-19.

Figure 2: Participation Measure



Source: Skills Development Scotland – Participation Measure

The proportion of school leavers in Perth & Kinross who go on to positive destinations, such as employment or training, remains high

(94.5%) and higher than the national average (93.7%).

Perth and Kinross Youth Voice is in the early stages of becoming a representative voice of young people aged 12-25. The membership is made up of our 4 current members of the Scottish Youth Parliament (MSYPs) as well as some of our more under-represented young people such as the Young Carers, LGBT young people and young people involved through our Corporate parenting supports. The forum is heavily involved in consultation regarding future commissioning of universal youthwork opportunities across the authority.

To improve the representation of young people in Perth and Kinross Council two of the MSYPs have been co-opted to the Lifelong Learning Committee. In January 2018 Perth and Kinross Council removed Mosquito alarms after discussions with the MSYPs.

Participation in the Duke of Edinburgh's Award scheme continues to be high in Perth & Kinross, with 1382 young people from across the area involved in the scheme during 2017/18, which resulted in participants achieving 528 awards. Last year saw several young people at Navigate achieving the Bronze award, with two young people progressing onto the Silver Award in 2018. There were also awards across the authority in other areas such as Youth Achievement, Dynamic Youth and ASDAN.

Construction is progressing extremely well at Bertha Park High School, the first new Secondary School in Scotland for a generation. Building began in August 2017 and the doors will open to pupils in August 2019. The Head Teacher is now in post and has set about involving the local community in establishing the school's identity and planning the learning experiences for the young people. Jointly funded by The Scottish Government's Schools for the Future Programme, Bertha Park High will boast fabulous learning facilities for pupils and staff alike.

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

Children and young people have contributed to a consultation on their health and wellbeing priorities which has informed the Perth and Kinross ECS Health and Wellbeing Strategy. This document sets out the expectations for all to work in partnership to maintain or improve the mental, emotional, social and physical wellbeing of children and young people.

In 2017/18 558 young people received support from Services for Young People focusing on reducing youth offending and addressing levels of vulnerability and harmful risk taking behaviours. This has ranged from 1:1 individual support, thematic group work and support to foster and kinship placements. Many of the young people receiving support were able to stay within their own communities, re-engage with education, identify improvements with their behaviour, receive achievements or move onto more positive outcomes.

Joint delivery of the Early Bird Parent Programme for 16 parents of children with Autism has taken place between Health, 3rd Sector and Early Years Inclusion. Feedback from parents highlighted the positive impact the programme had on the whole family:

"This group has really helped me understand and connect with my child; family time is much more fun".

The Strengthening Families Programme has engaged with 30 families including 35 young people and 45 parents/carers to improve their resilience by enhancing family communication, their awareness and skills to manage or reduce peer pressure and risk taking behaviour, and to improve future thinking and health and wellbeing.

The Emotional Wellbeing Collaborative has provided opportunities for professionals from across the Community Planning Partnership to come together and work collectively to improve the emotional wellbeing of children and young people. The improvement projects developed have included the use of the Wellbeing Web Analyse Tool to improve use of data to inform school planning, raised awareness of Adverse Childhood Experiences through roll out of a

series of screenings of the Resilience film to over 1000 staff members, and completion of a Wellbeing survey by Blairgowrie High School to inform development of health and wellbeing actions in the coming year.

Staff at Navigate have been working closely with Child and Adolescent Mental Health Services (CAMHS) in developing awareness not only of mental health concerns, but that of developmental trauma, which links in with the recent work around Adverse Childhood Experiences.

Around 600 staff working with children and young people in Perth and Kinross have now completed training delivered by CAMHS to increase their skills and confidence to address emotional wellbeing issues raised by children and young people as quickly as possible before they develop and require specialist intervention. The majority of staff trained are based in schools.

Work supported jointly by the Educational Psychology Service and CAMHS has taken place over the course of this session with Secondary Schools to review good practice in the area of mental health. Four Schools have gone on to carry out practitioner enquiry projects to review needs and interventions specific to their school. In one Secondary School the Educational Psychologist has linked with key staff to further develop a programme to support 'exam resiliency' and reduce anxieties around exam performance. This has involved a combination of universal curricular input along with targeted group work.

Most primary schools (95%) have now been trained by the Educational Psychology Service (EPS) in Bounce Back (BB), a programme to promote resilience levels of children. As well as ongoing initial training, EPS support schools to review the fidelity and effectiveness of their implementation of BB. Training and support has also continued to embed Restorative Approaches across the authority.

Delivery of the Cook-It programme this year has focused on supporting the parents of children in their early years to improve their cooking skills and understand the benefits to their children of having a healthy diet; this included a programme specifically focused on the weaning stage. The number of referrals is increasing and parents

report positive outcomes from completion of the programme.

Pupils' physical and emotional health, educational attainment and life chances are enhanced by taking part in 2 hours/2 periods of PE per week that develop physical competence and confidence from the earliest age. To ensure primary and secondary pupils receive the correct amount and quality of PE, almost all Local Management Groups have established a Physical Education, Physical Activity & Sport (PEPAS) group. PE specialists in Primary & Secondary, Primary teachers, Active Schools and clubs work collaboratively to facilitate links with local clubs and between schools, organising events in the local area for pupils, improving transition from P7 to S1 and consistency between schools and professional learning opportunities.

Links with Live Active Leisure and working with Active Schools to deliver the Active under 10s project have been very successful. Delivery of Jungle Journeys in Early Years settings and development of afterschool clubs in targeted schools has seen an increase in physical activity.

In May this year children and young people from Navigate attended a successful four day residential excursion on the Tall Ships, travelling up the West Coast of Scotland. The promotion of emotional and physical resilience, along with working as part of the crew, enhanced the development of skills for learning, life and work.

Eight children at Connections aged, between 6 and 10 years old, also achieved a Paddle Power Passport in canoeing skills in 2017-18 as part of their outdoor education programme.

Supporting Transgender Young People in Schools Guidance from LGBT Youth Scotland has been endorsed by the council's Education Equalities group and shared with all PKC schools.

Sixteen schools were successful in obtaining funding to support health and wellbeing from NHS Tayside. Projects included developments in outdoor learning, food and nutrition, mountain biking, play and other developments linked to the Health and Wellbeing curriculum.

As part of the National BBC Ten Pieces Project, over 800 Primary School Pupils attended a concert at Perth Concert Hall organised by

Horsecross and the BBC Scottish Symphony Orchestra. The pupils were encouraged to share their creative responses to the set pieces of music in the form of art, drama, dance, composition, or animation. The works were on display in the foyer of the hall, and were projected on stage as the orchestra performed. For many pupils this was an opportunity to extend their awareness of opportunities as this was their first experience of the Concert Hall and of a live orchestra. Feedback was overwhelmingly positive for the project.

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.

Pupil Equity Funding, additional funding allocated directly to schools by the Scottish Government, is targeted at closing the poverty related attainment gap. To support schools in their planning and use of the funding, they have had access to evidence-based action research, informed by key demographic data such as ACORN, this has been particularly effective in achieving improvements. This action research has been supported by the Educational Psychology Service who have taken a central role in determining the effectiveness of universal and targeted approaches. Work has also been undertaken in schools to deliver interventions in health and wellbeing, such as self-regulation. Schools have also targeted gaps in attainment through the use of additional staff, funded by the Pupil Equity Fund, to support the delivery of interventions within schools

An audit of the Children and Young People's Plan (CYPP) has taken place, and as a result a stage 1 planning document was developed and is now in use. A Frequently Asked Questions document has been created to support users in completing good quality plans, with clear outcomes. This has enabled a wider recording of detailed needs of pupils and planning to support for pupils with Additional Support Needs. School and parents have stated that this reporting format has enabled parental and pupil involvement within the process with evidence of its successful implementation identified within Learning and Achievement Visits (LAV) and

Extended Learning and Achievement Visits (ELAV) across the local authority.

Development of support for children with Additional Support Needs (ASN) has seen 17 additional Pupil Support Assistants recruited and jointly co-ordinated by the Education Additional Support Officer Early Years and the Early Years Officer to ensure consistency of support for children with ASN. A training programme to support development of skills and knowledge within a nursery environment has been successfully implemented. This ensures a well trained workforce equipped to support children within early years.

There are currently more than 1,400 English as an Additional Language (EAL) pupils across Perth and Kinross, speaking more than 50 languages. The EAL service has provided regular support in 19 primary schools and 7 secondary schools, with additional monitoring visits to other schools totalling 274 pupils. Pupils have made progress in learning English, and have settled well into schools. Pupils, families and schools have been supported at enrolments and during transition at all stages.

“Pupils engage with EAL teacher sessions, teaching staff are more confident in meeting needs, pupils at transition are supported well.”
(Secondary School)

7 senior pupils were presented for Assessment and Qualifications Alliance (AQA) Polish qualifications in conjunction with Dundee Bilingual Support Service. 14 pupils were presented for English for Speakers of Other Languages (ESOL) qualifications from N3 to Higher, either through Perth City Campus or in outlying schools. These pupils have gained qualifications to allow them to enrol in college and university courses which would not otherwise have been possible.

Bilingual staff have also supported family learning opportunities such as, Incredible Years, Families Connect, and Family ESOL classes.

Continuing Professional Development opportunities have been offered at authority and school level, with schools more confident at supporting pupils and integrating them into the school community.

Connections staff have trained with the NHS Tayside Speech and Language Therapy Service to teach Word Awareness and Comprehension

Monitoring. Both are proven to impact directly on attainment in literacy and emotional literacy. Comprehension Monitoring equips children with the communication skills they need in order to ask for help effectively when in school.

Quantitative evidence gathered in 2016-17 about the impact of an evidence-based approach to improve self-regulation with primary pupils, highlighted it as having promise to support narrowing of the attainment gap. Building on this, two parallel groups of education staff have participated this year in a practitioner enquiry process to focus on this. Standardised data is being analysed from this year's cohort, with a focus on secondary young people. For the first time, staff from preschool settings have participated in the process.

LAC attendance and exclusion data analysis has led to a better understanding of the reasons behind attendance and exclusion data, and identified good practice in many schools.

An easy read guide has been produced to support PKC professionals through the Additional Support Needs Tribunal Service (ASNTS) process, providing guidance to professionals in their understanding of the complex legal framework around additional support for learning.

Following the introduction of the Kinship Care Assistance (Scotland) Order 2016, support has been delivered to 38 informal kinship care families, in the form of assessment of needs, provision of emotional support and help with application for legal orders. In addition to helping these kinship carers to provide safe care for children and young people, the consistent support from a dedicated link worker ensures that the carer has the knowledge and skills to positively manage the challenges of caring for a vulnerable child, which decreases the risk of children and young people becoming looked after. Qualitative evidence from those who are working with informal kinship families suggests that where this support has been provided, children and young people are engaging well in education, and health and emotional wellbeing is improved.

Looked After Children and young people are increasingly being accommodated in community placements, with reducing numbers in residential placements and external fostering

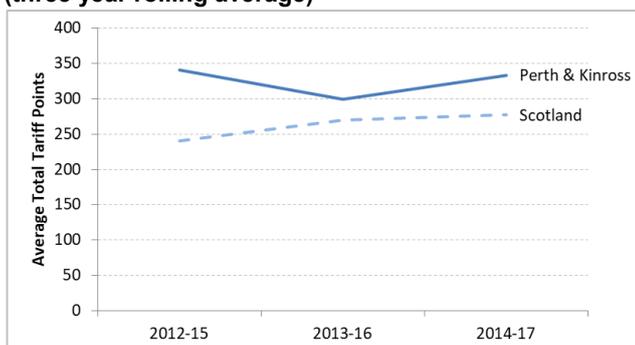
arrangements, and a 50% increase in the number of children and young people in Kinship Care placements.

The expansion of family based care has seen an increase in its first year of six new foster carers and is on target to recruit a further six in its second year. This will ensure that every child has a stable and nurturing placement.

There continues to be a rise in the number of young people in Continuing Care placements, providing support and opportunities to young people up to the age of 21, and providing a more supported move from care to living more independently.

The educational attainment of school leavers who are Looked After Children, while lower than the overall school population, is consistently better than the national average.

Figure 3: Attainment for Looked After Children (three year rolling average)



Source: Insight National Benchmarking Tool

Care experienced young people are also making good progress on leaving school, with 82% entering positive destinations, compared to 76% nationally.

Inspection results for Support and Residential Care services have remained high, with all ratings being 'Good' or better. Woodlea Cottage received the highest possible 'Excellent' rating for both the quality of care and support and the quality of management and leadership, and was also noted as an example of good practice in the recent Joint Inspection of Services for children and young people in Perth and Kinross.

This year has also seen the recruitment of two additional Supported Lodgings providers, who offer guidance and support, alongside the Through-care and Aftercare Team, to help the young person to develop practical skills, support for emotional and physical wellbeing, and

supporting them to access health, work, education and training opportunities.

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

Elected Members, Chief Officers and the Community Planning Partnership (CPP) are committed to a partnership approach of *zero-tolerance to child abuse and exploitation and to ensuring a hostile environment* to such behaviour across Perth and Kinross. Elected Members have recorded that *there is no place for abuse and exploitation in our communities* and this remains a high priority and long-term shared commitment by partners. Keeping children and young people safe and protected from harm, abuse and exploitation is still *everyone's job*.

The recent Joint Inspection of Services for children and young people in Perth and Kinross, confirmed our "*partnership working to ensure and promote the safety and protection of children and young people*" as a major strength; adding that "*a wide range of preventative approaches and initiatives also helped children and young people to develop knowledge and skills to promote their own safety at school, in the community and online.*"

Throughout this report the Care Inspectorate highlighted a wide range of partnership programmes aimed at keeping children and young people safe; including Safe Start; Safe Drive/Stay Alive; Bike Ability, all of which are contributing to safer school environments and improving road safety; as well as the NSPCC Speak Out/Stay Safe Programme, which since May 2013 has been delivered in PKC primary schools. Since May 2013, over 6,000 children and young people have successfully undertaken this preventative and awareness raising programme, which continues to be evaluated highly.

The results from the annual Keeping Children and Young People Safe Survey continue to show that children and young people in Perth and Kinross schools have a good understanding about keeping themselves and others safe from harm, abuse and exploitation and have a high level of confidence in our services.

3,342 primary school pupils and 2,298 secondary school pupils who completed the survey showed that almost all children and young people knew how to keep themselves safe from abuse and exploitation; most knew how to keep themselves safe at home, in school, online and in the community and most knew who to speak to if they had a worry or a concern about themselves or another.

However, it is recognised that there is a need to ensure that continuation of the preventative alcohol, drugs and sexual health approaches in all our schools.

The annual Getting it Right: Keeping Your Child Safe Event, is a partnership event aimed at parents, carers and practitioners is consistently evaluated highly. In May 2018, over 600 delegates registered to attend this year's event; On-the-day exit evaluation forms showed that 79% of respondents reported that their knowledge of keeping children and young people safe online from abuse and exploitation was either improved or much improved.

In 2017, we supported the establishment of the Young People's Child Sexual Exploitation (CSE) Advisory Group, which continues to grow in reach and influence. In December 2017, they developed and implemented a Young People's Child Sexual Abuse (CSA)/CSE Awareness Survey which was rolled-out to all PKC Secondary Schools. 574 young people responded to this survey which gauged their levels and awareness of CSE; how and where they currently find information about CSA/CSE; how and where they would like to find information about CSA/CSE and asked whether CSA/CSE was an issue in their community. 18.1% responded that it was; 28.4% responded it was not and 53.5% did not know. The work of this Group is now informing our policy and practice approaches to CSA/CSE and a further survey is planned later in 2018.

Activity is developing across Tayside to up-skill key staff in a range of areas, reviews and quality assurance of key child protection processes. The group have also overseen significant improvement of the interview facility at Almondbank House in partnership with young people.

In 2017/2018 significant improvement work focussed on Child Protection Case Conferences

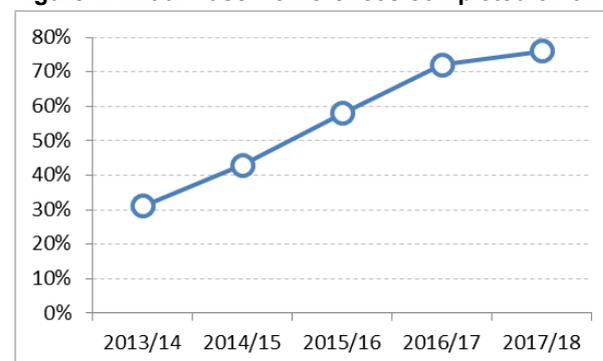
(CPCCs) was undertaken by a seconded ECS Improvement Officer. The officer chaired over 170 CPCCs; delivered CPCC improvement messages to over 250 multi-agency practitioners; supported the implementation of a new electronic administration system which has improved CPCC administration arrangements and implemented a new structure for CPCCs.

An electronic survey for professionals to record their experiences at CPCCs was also developed; and professionals have responded to the survey very positively.

Significant improvements have also been made in relation to CPCC timescales, particularly in relation to Initial, Transfer and Review CPCCs and plans are in place to ensure these improvements are sustained.

As a result, the proportion of Initial Child Protection Case Conferences held / completed within timescales shows a sustained improvement. There remain challenges in attaining the same results for the smaller numbers of Unborn Baby Case Conferences, and work is underway with colleagues in NHS Tayside improve processes.

Figure 4: Initial Case Conferences completed on time



Source: ECS

ORGANISED TO DELIVER

Customer Focus and Community Engagement

We are examining the operation of school offices in Primary and Secondary schools with a view to recommending improvements and changes which will enhance their performance. We are also working with PKC IT to develop an online service portal which will provide easy access to relevant education services and supporting SEEMiS in developing an online Parents Portal which will offer parents/ carers greater access to information about their child's learning and school activities. An ECS Digital Engagement Strategy will set out our thinking on how as many as possible can benefit from the digital revolution.

To support Headteachers in handling complaints, 53 members of staff attended a series of workshops. The sessions involving case studies and group activities, covered the complaints process, the new parental communication guidance and the ASN process for complaints. Post course evaluation scored good or better for all elements of the workshops.

In particular, the inclusion of the ASN information in the workshops has enabled earlier intervention of Education Additional Support Officers with families with concerns that have been successfully resolved at a school level, avoiding Additional Support Needs Tribunal references.

Support to schools was also strengthened by the development and launch of the Guidance for Schools on Parental Communications, focussing on support to schools in dealing with issues such as managing parental contact and de-escalating unacceptable behaviour.

The [Child Protection Public Information, Communication and Engagement Strategy 2015-2018](#) is a high-level approach to delivering a consistent and coordinated approach communication and engagement by promoting further stakeholder involvement and engagement, building community confidence, resilience, capacity and engagement across Perth and Kinross.

A recent assessment by [Better Connected](#) of the council's web pages for childcare and family information gave the maximum 4-star rating, and praised the "excellent, well-structured and balanced set of information".

Preparing our people for the future

The Professional Development Framework for Support Staff developed by the Inclusion Team has won a Bronze Securing the Future Award 2018. The framework supports professional learning in this specialised field within a recognised and approved standard of knowledge and expertise in the specialist area of Inclusion. The 2017/18 Support Staff Survey has shown that 78% of respondents indicated that the framework has a positive impact on their working practice.

Improvement in parental engagement and partnership working has been evident following the [Help@Hand 2017](#) event. Partners from all sectors came together to support post-school transitions for pupils with ASN. This session, the Developing the Young Workforce (DYW) team joined with the organising team to develop an information session on the evening of the event specifically supporting parents of pupils with ASN. Six times more parents attended the event than in previous years with evaluations showing this as a valued support to families moving through this transition.

*"I didn't know much about the possibilities (for my child) so it is really good to find there is so much support available, thank you."
(Parental quote from evaluation survey)*

In partnership with the University of Highlands and Islands, 13 staff have attended the ECS Future Leaders and Managers Programme and successfully achieved their SCQF level 6 qualification in "first line management". In addition, 24 Principal teachers from Primary and Secondary schools have completed the new Middle Leaders Programme to enhance their leadership of change and improvement.

Across the authority, forty-eight headteachers engaged in Headteacher Improvement Partnerships (HIP groups), formed of three headteachers who identified shared areas of improvement, working collaboratively on school improvement priorities. Across the year, headteachers have visited each other's schools and shared approaches. Planned days for headteachers have supported these priorities. The days have been supported by Quality Improvement Officers, Education Officers and Education Scotland officers. Staff members from across the authority have also shared approaches in their schools which have been successful in developing these priorities. Feedback from these events has been positive in supporting school improvement and sharing local and national guidance.

The Men in Childcare Course was recently recognised for Championing Gender Equality by the Scottish Public Service Awards. These accolades celebrate outstanding achievements made by public sector organisations in Scotland and are supported by both the Scottish Government and Scottish Parliament. Now in its fourth year, the course contributes to addressing the gender imbalance in the childcare workforce, encouraging more men into childcare and giving children access to a wider range of positive role models. In the past year 7 men completed the Men in Childcare course, with 5 of these men going on to work with children or undertake further training in Early Years and Childcare or teaching. Currently 13 men are enrolled in another course, with an expected completion date of June 2018.

The annual Employee Survey is an important part of the service's approach to continuous improvement, providing an opportunity to understand employees' experiences and to gather key messages about how the service can improve. This year, the results were very positive, with 11 of 17 statements showing improvements since 2016, and 15 of 17 showing long term improvements since 2011. The results show that staff in Education and Children's Services know what is expected of them, are treated fairly, and are encouraged and supported to develop.

Partnership working

The last year has seen significant changes in developing strategic partnerships, with the development of the Tayside Plan for Children, Young People and Families and the evolution of the Tayside Regional Improvement Collaborative. There was also an increasing focus on partnership working through the Perth & Kinross Community Planning Partnership, involving a wide range of partners across the public, private and third sectors.

The recent Joint Inspection of Services for children and young people in Perth and Kinross, highlighted the multi-agency approach to Kinship Care as a notable strength, in providing secure, stable and nurturing homes for children and young people when they are no longer able to live with their birth parents. Dedicated work over the last few years has led to large increases in family-based care, both in the number of approved kinship carers and the number of children and young people looked after in kinship placements.

Financial/Resource management

The council is committed to enabling a better range of choice for parents to pay for school related activities following the inception of The Scottish Government Digital Future First Strategy. The introduction of the ParentPay online payment system has allowed parents to pay for their child's school meals and other services online 24/7. The project is now looking to roll out this online payment system to other types of education payments and looking to further support schools to reducing their cash intake.

To support the council's Customer Focus Strategy, ECS is working to develop a strategic approach to the usage of ECS assets, rolling out an online booking system for the ease of the customer and ensuring a fair and consistent approach to charging. ECS is also working to optimise income generation within the context of PKC policies/service objectives.

This year has seen the transfer of the Facilities Management service to Tayside Contracts, which has enabled the delivery of £200k

efficiency savings per year from economies of scale through the integration and structural realignment of management teams, and staff training and support. This has also enabled improved succession planning for employees who wish to pursue their chosen career path with wider opportunities across Tayside.

Proposals are being developed to rationalize production kitchens in primary schools and replace with a Central Production unit supported by strategically located hub kitchens to achieve savings through economies of scale.

Consideration is also being given to the need to ensure that there is sufficient meals production capacity across Tayside to support early years expansion in 2020.

Performance, self-evaluation and risk management

The recent *Joint Inspection of Services for children and young people in Perth and Kinross*, required intensive self-evaluation (the quality of which was recognised by the inspectors) across the Service and the benefits of this will be built on with an expectation of further systematic self-evaluation across all areas.

The inspection also highlighted the use of performance information across the service as a key strength, noting the sophisticated and intelligent use of data to inform and support decision making, service planning and delivery and management of performance.

The Child Protection Committee (CPC) Management Information and Performance Outcome Framework includes key performance indicators across key partners and includes output indicators and proxy outcome indicators. The framework provides the CPC with quarterly reports and a more robust and comprehensive annual performance report. The framework allows the CPC to effectively monitor key child protection processes and practices and to provide reassurance to the Children, Young People's and Families Partnership. The framework continues to evolve and develop, in compliance with GIRFEC and the requirements of The Children and Young People (Scotland) Act 2014.

Risk management across the service is being comprehensively revisited in line with the new Corporate Risk Management Strategy and revised approach to risk management.

Each year the Educational Psychology Service review their performance; feedback from the schools they support continued to demonstrate positive ratings as to the difference made (77% of schools giving a 4 or 5 out of 5, compared to 56% in 2016-17).

Health and Safety

Volunteers and staff have undertaken training in EVOLVE, the excursion risk management system for Perth and Kinross Council.

Violence and Aggression and CALM reporting procedures are being reviewed and updated. The recording of violence and aggression within Schools is efficiently shared with Corporate Health and Safety colleagues and a streamlined online approach to recording is being piloted in advance of wider use to ease reporting and reduce administrative burden.

PERFORMANCE INDICATORS

Pre-birth and Early Learning

Indicator	Performance			Targets			
	15/16	16/17	17/18	17/18	18/19	19/20	23/24
% of children meeting expected developmental milestones when entering primary school	-	79%	81%	85% in each SIMD Quintile			
The target of 85% is being met in the higher (least deprived) SIMD quintiles 4 and 5. There is still work to do, by all partners, in supporting children and families where one or more milestones are not being met in quintiles 1 and 2.							
Number of people involved in family learning and parenting programmes	509	666	523	450	450	450	450
While performance has surpassed the target, there is a decrease in the number of identifiable clients attending parenting and family learning opportunities. In part this reflects the refocusing of the Parenting and Family Learning Teams to provide targeted support for families requiring enhanced support rather than universal provision. The targeted programmes and groups have resulted in high levels of positive, measureable outcomes for the parents and children involved, such as improved behaviour of the children, increased confidence of parents in how they can support their children and increased skills in supporting child development. The reduction also reflects changes in the focus of other teams which have decreased the number of parenting and family learning programmes they offered.							

Learning & Attainment

Indicator	Performance			Targets			
	15/16	16/17	17/18	17/18	18/19	19/20	23/24
Percentage of pupils achieving expected levels in:							
Reading P1	91.0	98.5	-	-	Targets to be set after embedding of Scottish National Standardised Assessments to inform teacher judgements		
Reading P4	92.6	89.4	-	-			
Reading P7	87.1	87.0	-	-			
Writing P1	89.8	98.3	-	-			
Writing P4	90.3	89.6	-	-			
Writing P7	85.2	82.9	-	-			
Listening & Talking P1	92.6	98.3	-	-			
Listening & Talking P4	94.0	91.0	-	-			
Listening & Talking P7	88.3	87.7	-	-			
Numeracy P1	92.3	98.5	-	-			
Numeracy P4	92.8	88.1	-	-			
Numeracy P7	86.7	86.6	-	-			
The data gathered from teacher judgements shows a generally improving trend in literacy and numeracy. However, there is no room for complacency as the P4 and some P7 figures this year show that improvement is not sustained as in other stages. The improvement in numeracy, in all schools, has not been sustained in the last two years and is an area of focus in PKC and across the Tayside Regional Improvement Collaborative. The development and implementation of the Numeracy Strategy in session 2017-18 will provide further support in this area.							

Indicator	Performance			Targets			
	15/16	16/17	17/18	17/18	18/19	19/20	23/24
School leavers achieving 5 or more SQA subjects at SCQF level 5	63%	62%	-	62% (16/17)	Exceed virtual comparator		
School leavers achieving 5 or more SQA subjects at SCQF level 6	35%	35%	-	35% (16/17)	Exceed virtual comparator		
Perth and Kinross in general is consistently above the National results, and shows improvement over 5 years reflecting the dedication of pupils and staff to success across a broad range of subjects, and the effectiveness of the ongoing work to raise attainment for all.							
Average Total Tariff scores:							
Overall (LGBF)	943	945	-	922 (16/17)	Exceed virtual comparator		
SIMD Quintile 1 (LGBF)	528	558	-	579 (16/17)	Exceed virtual comparator		
SIMD Quintile 2 (LGBF)	746	657	-	700 (16/17)	Exceed virtual comparator		
SIMD Quintile 3 (LGBF)	848	1028	-	877 (16/17)	Exceed virtual comparator		
SIMD Quintile 4 (LGBF)	1025	951	-	928 (16/17)	Exceed virtual comparator		
SIMD Quintile 5 (LGBF)	1135	1124	-	1177 (16/17)	Exceed virtual comparator		
ACORN Category 5	588	514	-	-	Annual improvement		
Average Total Tariff for Looked After Children	244	398	-	507 (16/17)	Exceed virtual comparator		
Total tariff points are a way to recognise all types of achievements and awards from a range of providers. The attainment gap is clearly seen across SIMD quintiles, and ACORN 5. Pupils from lower deciles tend to leave school earlier and this has a strong influence on number of tariff points accrued. This trend is also apparent in children who are (or were previously) Looked After. Results for school leavers from deprived areas clearly demonstrate the challenge in addressing the attainment gap, and the Perth and Kinross Raising Attainment Strategy 2016-2019, sets out a range of actions being taken forward to understand and target the attainment gap between the most and least disadvantaged, one of the four National Improvement Framework priorities.							
School leavers achieving Literacy and Numeracy at SCQF Level 4	84%	86%	-	90% (16/17)	Exceed virtual comparator		
Looked After school leavers achieving Literacy and Numeracy at SCQF Level 4	28%	71% ¹	-	75% (16/17)	Exceed virtual comparator		
Literacy and Numeracy of school leavers is generally increasing. More recently this increase has fallen slightly behind the virtual comparator, highlighting the need for continued focus to maintain steady improvement. Trends in attainment of looked after children are generally in line with the virtual comparator, however Level 4 literacy appears consistently lower. Care should be taken when interpreting measures for Looked After Children due to the small numbers involved. Typically less than 20 young people fall into the Looked After School Leavers cohort.							

¹ Variation (28% to 71%) represents only 7 individuals extra. (5 of 18 compared to 12 of 17)

Indicator	Performance			Targets			
	15/16	16/17	17/18	17/18	18/19	19/20	23/24
Number of young people achieving awards	854	674	650	600	650	650	650
<ul style="list-style-type: none"> • Duke of Edinburgh: 1382 participants achieving 528 awards; 285 Bronze, 162 Silver and 81 Gold • Youth Achievement: 6 awards • Dynamic Youth: 94 awards • ASDAN: 22 awards 							
% Attendance for Primary School pupils	95.3%	95.3%	-	96% (16/17)	96%	96%	96%
% Attendance for Secondary School pupils	91.5%	91.2%	-	92% (16/17)	93%	93%	93%
Exclusion incidents per 1,000 Primary pupils	11	9	-	10 (16/17)	9	9	9
Exclusion incidents per 1,000 Secondary pupils	48	46	-	46 (16/17)	45	45	45
<p>School attendance is unchanged in primary but shows a slight decline in the latest years in secondary. This is the subject of specific continued analysis to understand the effects of different kinds of absence. Attendance is clearly related to deprivation, more strongly in secondary, as is exclusion, which shows more general reductions over recent years.</p>							
% of school leavers moving onto positive and sustained destinations	95%	94.5%	-	93% (16/17)	93%	93%	93%
<p>This has been a steadily improving figure. Further work is needed to understand the nature, quality and sustainability of these destinations and the differences in outcomes that can be seen across SIMD quintiles.</p>							
Participation measure for 16-19 year olds	91%	93%	93%	91%	Exceed national comparator		
<p>The participation measure reports on the activity of the wider 16-19 year old cohort, including those at school, and this is the third year of publication. Once again, Perth and Kinross is performing above the national average (91%), and is doing so in every individual age group as well as overall.</p>							
% of adults aged 16-64 with qualifications above SCQF level 4	92% (2015)	92% (2016)	94% (2017)	92% (2017)	92%	92%	92%
<p>The latest figure places Perth & Kinross among the highest local authorities in Scotland and considerably higher than the national average (89%). It also shows steady progress over the last few years, increasing from 85% in 2009.</p>							

Looked After Children, Care Leavers & Young Carers

Indicator	Performance			Targets			
	15/16	16/17	17/18	17/18	18/19	19/20	23/24
Average number of placement moves experienced by Looked After 5 year olds in a rolling year	1.26	1.20	0.83	1	1	1	1
35 young people were 5 years old at some point during the reporting period and between them experienced a total of 29 moves. This indicator shows the continued effort to ensure that Looked After children are placed in a longer term placement at the point where they are beginning their formal education. Efforts will continue in both the recruitment of carers appropriate to meet demand as well as continued efforts in timely decision making.							
% of looked after reviews (accommodated children) which are held within statutory timescales	83%	80%	75%	95%	95%	95%	95%
248 out of 329 LAC reviews were held within timescales.							
% of children with fewer than 3 placements in care in a care episode (accommodated children)	86%	84%	88%	93%	95%	95%	95%
182 out of 206 young people who had a period of accommodation in the reporting period had fewer than three placements in their episode of care. An episode of care relates to the time where a child is accommodated up until they either return home, move to a permanent placement either fostering or adoption or leave care. This indicator shows stability of placement for looked after children and young people and evidenced continued improvement to reduce placement moves.							
% of children with an approved permanence plan within 4 months of the decision to recommend for permanence	48%	69%	35%	75%	80%	85%	90%
Of the 17 young people considered at Fostering and Permanence Panel within the reporting year, 6 young people were considered within 4 months of the LAC Decision. There are various reasons for delays, including complex legal and child protection issues.							
% of children approved for permanence and who have been accommodated less than 12 months	81%	79%	63%	83%	84%	85%	85%
Of the 8 young people approved for Permanence at the Fostering and Permanence or Kinship Panel, 5 were accommodated for less than 12 months.							
Balance of care for looked after children (LGBF)	92%	94%	92%	-	90%	90%	90%
This remains above the national average (90%) and is among the highest levels in Scotland. Increases in the use of Kinship Care placements, and reductions in Residential placements have resulted in more children and young people being placed in community placements.							

Indicator	Performance			Targets			
	15/16	16/17	17/18	17/18	18/19	19/20	23/24
Proportion of Activity Agreement participants progressing onto positive destinations	68%	84%	86%	85%	87%	88%	89%
65 young people left Activity Agreements with 56 going onto positive destinations. The most common destinations being employment, Further Education or Employability Fund placements.							
% of Care Leavers in touch with Aftercare services between the ages of 16-25	85%	84%	84%	88%	89%	90%	90%
260 care leavers engaged with Aftercare, out of a total of 309 care leavers. This indicator shows the commitment to continue to provide advice and guidance to care experienced young people at their request and up until their 26th birthday as per regulations. To make this as easily accessible as possible, the Aftercare team are based within the youth service at Scott Street and have access to a multi-disciplinary setting. Youth workers in localities will also offer support and guidance.							
% of children/young people in community placement beyond the age of 16	65%	56%	50%	New measure	TBC		
This is a complex measure as there are a range of choices for young people to take at age 16, such as Independent Living, Supported Lodgings etc. Critically, all Young People are fully informed of their rights to remain in care settings, and supported to make the best choice for themselves.							
NEW INDICATOR % of young people referred to Services for Young People and who engaged with the service					Baselining		

Safeguarding & Child Protection

Indicator	Performance			Targets			
	15/16	16/17	17/18	17/18	18/19	19/20	23/24
% of initial child protection case conferences within timescales	58%	72%	76%	75%	80%	85%	95%
Out of a total of 38 Initial Case Conferences, 29 were completed within timescales. Throughout the year there has been significant improvement in the timescales for Initial CPCC, and this is now regularly exceeding targets. Quarter 4 timescales were affected by the severe weather experienced which resulted in a number of conferences being postponed and falling outwith 21 days.							
% of Unborn Baby Initial Case Conferences held within timescales in line with revised national guidance	58%	53%	27%	80%	85%	87%	95%
Out of a total of 30 Unborn Baby Case Conferences, only 8 were completed on time. Late notification of pregnancies continues to affect timescales; work is ongoing with health colleagues to improve referral notification process. New posts are now in place to address this area of work and there is closer collaboration with health colleagues to identify women at the earliest point. The importance of scheduling UBB CPCC within 21 days will continue to be reinforced.							

Indicator	Performance			Targets			
	15/16	16/17	17/18	17/18	18/19	19/20	23/24
% of child protection review case conferences within agreed timescales	-	94%	91%	95%	95%	95%	95%
<p>Out of a total of 128 review case conferences, 116 were completed on time. The ongoing high performance in RCPCC timescales has been maintained through consistently arranging the RCPCC earlier so there is more room for rescheduling if necessary and by ensuring that staff are aware that RCPCCs should be prioritised as a highly important commitment.</p>							
% of children on child protection register over 9 months	20%	17%	24%	6%	6%	5%	5%
<p>23 out of 97 young people have been on the register for greater than 9 months. Over half (13) of these have been on the register for 12 months or less, with very few being registered for more than 18 months. This indicator is being closely monitored and the concerns relating to those on the register for more than 9 months include the impact on a few sibling groups, complexities of risk and obtaining Compulsory Supervision Orders from the Children's Hearing System to ensure the safeguarding of children post registration.</p>							

Creating a safe and sustainable place for future generations

These indicators have transferred to ECS with Criminal Justice Services and will be reviewed and integrated more fully in future reports.

Indicator	Performance
	17/18
Percentage of Community Order clients whose employment/training/education situation is improving	50%
Percentage of Community Order clients whose views on offending are improving	76%
Percentage of Community Order clients whose attitudes concerning desistance/stopping offending are improving	94%
Percentage of Community Order clients whose engagement with services is improving	91%
Number of clients who were over allocated	92
Number of new unpaid work job referrals	319
Average weekly hours worked by offenders to complete Level 1 unpaid work	4.8
Average weekly hours worked by offenders to complete Level 2 unpaid work	6.6
Percentage of prisoners receiving a social work induction within 5 days of allocation	58%
Percentage of statutory case closures signed off with 5 working days of release	89%

Retired Indicators

Indicator	Performance			Targets			
	15/16	16/17	17/18	17/18	18/19	19/20	23/24
Number of childcare places provided	6,738	6,648	6,556	6,700	6,700	6,700	6,700
<p>Numbers of childcare services and available places fluctuate throughout the year with services cancelling their registration and new services registering. A large before-and-after school club closed within Q4 and reduced the number of places by 61, however another after school and holiday club opened with 26 places. 4 Childminders have cancelled their registration and a further 4 Childminder have become registered. Providers do not have to notify the Council of the reasons to cease trading, however we are aware that over the course of the past year childcare providers have cited low numbers and long-term sustainability of the business.</p> <p>The engagement of new childminders continues to be a priority for the Childcare Strategy Team which provides comprehensive pre-registration support to individuals interested in registering with the Care Inspectorate as a childminder. This is supported by regular communications campaigns which will be reviewed after the next pre-registration course to identify if any other actions can be taken to increase uptake further. There is also limited support available to new and existing community-led groups offering childcare, such as after school clubs, this includes support to management groups as well as training relevant to childcare. A range of training courses are also available to enable private childcare providers to access affordable training that helps them meet their Care Inspectorate registration requirements. Funding has been received from the Council in the February 2018 budget to support the development of additional community-led Safe Start clubs providing childcare before the school day begins.</p>							
% of children successfully reintegrated full time into their mainstream class from a nurture provision	47%	44%	-	90%	90%	90%	90%
<p>Nurture provision is designed to give special care and attention to children with social, emotional and behavioural difficulties stemming from attachment issues. It is intended to be a short-term intervention with pupils moving back to mainstream classroom education within 4 terms.</p>							
% of assessment reports (IAR and SBR) requested by the Reporter which were submitted within target timescale	69%	48%	37%	70%	-	-	-
<p>There were a total of 131 reports of which 49 met the timescale. The monitoring of IAR and SBR reports requested by the Reporter is monitored by each team and service on a monthly basis. This information is supplemented by regular meetings between the Service Manager and the Area Reporter Manager. No concerns have been expressed regarding timescales for receipt of reports and the target fluctuates as a consequence of having negotiated a postponement for legitimate reasons. The agreed postponement date cannot be logged within the timescale information and can then appear as a late report.</p>							
Number of young people (12-16) engaged with early interventions provided by Services for Young People (Corporate Plan)	-	-	558	-	-	-	-
<p>558 Young People received focussed and targeted support through a variety of interventions delivered by staff from Services for Young People. A more robust referral and recording process is in place to evidence the more targeted and focussed work of the service, with the service now more channelled toward working with young people exhibiting risk taking behaviour.</p>							
Number of young people engaged in youth work activities	13,394	6,153	-	-	-	-	-
<p>There has been a change of focus from providing a universal service to more targeted involvement, and monitoring this figure no longer supports the delivery of the service.</p>							

Indicator	Performance			Targets			
	15/16	16/17	17/18	17/18	18/19	19/20	23/24
Satisfaction with community campuses	-	-	-	90%	90%	-	-
Through discussions with Elected Members and Campus Management, it was determined that the primary marketing focus of the Campuses is to generate increased footfall and usage of the Campus. Community Campuses will review options to increase footfall and usage, in discussion with Local Elected Members, and this will inform their Campus Self-Evaluation Improvement plan and will be monitored through CCMGs going forward.							
Number of volunteers supporting and sustaining local Community Learning and Development (CLD) delivery	349	403	291	443	+10%	-	-
The use of volunteers within ECS services is focussed on the Duke of Edinburgh Award Scheme, and will now be monitored through the reporting of awards.							
Number of adults engaged in Community based Adult learning Opportunities (CBAL)	1,262	1,144	-	-	-	-	-
This indicator is no longer monitored through ECS Services.							
School leavers from 20% more deprived areas (SIMD) achieving 5 or more SQA subjects at SCQF level 5 (LGBF)	32%	31%	-	41% (16/17)	Exceed national average		
School leavers from 20% more deprived areas (SIMD) achieving 5 or more SQA subjects at SCQF level 6 (LGBF)	10%	10%	-	16% (16/17)	Exceed national average		
SIMD is a poor representation of deprivation in Perth & Kinross. There is a wide focus on closing the gap in a variety of areas, and the focus for deprivation is via use of ACORN indicators.							
% of adults satisfied with local schools (LGBF)	84%	83%	-	90% (16/17)	90%	90%	90%
Performance in Perth and Kinross exceeds the Family Group median performance and is consistently above the national average. Satisfaction with our schools remains high, and we use a variety of techniques to gather views and actively engage with the parents of children in schools. Parents are involved in Extended Learning and Achievement visits and also in locality evaluations around the learning community. These results are from the Scottish Household Survey and offer no context to the expression of satisfaction.							

SERVICE IMPROVEMENT PLAN – 2017/18

Focus and Major Change	Key Action (Lead Responsibility)	Delivery Timescale	Update
<p>Work with key partners, including NHS Tayside and CELCIS to improve the levels of support pre-birth and the effectiveness of responses to unborn babies. (Head of Services for Children, Young People and Families)</p>	<p>Develop with partners an implementation plan for <i>getting it right in the pre-birth period and into the first year of life</i> intended to support enhanced support for parental readiness. (Service Manager – Fieldwork Services)</p>	<p>Dec 2017 Revised date: Mar 2019</p>	<p>Ongoing Implementation Leads were appointed in Feb 2018 within SCYPF and NHS Tayside (1x FTE) to take forward this project together. Progress towards developing an implementation plan is currently being explored by engaging key stakeholders in examining the current system and identifying the need to realign services to meet the needs of vulnerable pregnant women, their partners, families and infants. Three strands of work which will form the basis of the implementation plan have been identified as set out below and the current focus of work is exploring the steps that will be needed to achieve these outcomes:</p> <ol style="list-style-type: none"> 1. Better enable communities to offer help and support to women and their families 2. Better enable people (practitioners, volunteers, community members) to work together to ensure women and their families get the right help at the right time 3. Better enable midwifery and health visiting to provide women and families with access to the right help and support

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	Continue with partners to improve multi-agency responses to vulnerable and at risk unborn babies. (Service Manager – Fieldwork Services)	Apr 2018 Revised date: Sep 2019	Ongoing Since August 2017, staff from the Family Focus and Change is a Must Team have been meeting on a weekly basis with midwives to help them consider what support is available to vulnerable pregnant women at the earliest stage and to consider when a referral through the Unborn Baby Protocol is required.
Through the commissioning strategy for children’s services, commission highly quality, flexible family support services targeted at primary school aged children on the edge of care. (Head of Services for Children, Young People and Families)	Finalise and approve the ECS Commissioning Strategy. (Service Manager – Planning, Performance and Partnership)	Jul 2017	Complete The ECS Commissioning Strategy has been finalised and approved by Lifelong Learning and the Children, Young People and Families Partnership.
	Via the ECS Commissioned Services Board review all commissioned services through a phased approach and complete Phase 1. (Service Manager – Planning, Performance and Partnership)	Feb 2018	Complete Phase 1 of commissioned service reviews is now completed and all SLA reviews are now underway. The Commissioned Services Board will consider future phases for review from 2018/19 onwards.
	Develop specification and commission intensive and flexible family support services to meet assessed need and in line with relevant standards and legislation. (Service Manager – Planning, Performance and Partnership)	Apr 2018	Complete Commissioning of Intensive Family Support Services is complete and the services aligned to the new contract will be in place from Summer 2018.
Embed the approaches of Early Intervention and Prevention developed through the work of Evidence2Success. (Head of Education – Early Years and Primary)	Maintain the Incredible Years Parenting programmes at 20 groups per year. (Service Manager – Evidence2Success)	Mar 2018	Complete During 2017, 20 groups were delivered and 158 families enrolled, this included 182 caregivers. 37% of these families lived in areas experiencing deprivation. 72% of the children with pre and post group evaluation had an improved score, with 46% of those with a high score at the beginning moving into the normal score range.

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	Embed the delivery of the Strengthening Families Programme in localities and increase the number of families experiencing improved family outcomes as a result of completing the programme. (Service Manager – Evidence2Success)	Mar 2018	Complete The Strengthening Families Programme has continued to be delivered, a total of 37 groups have now been attended by 216 families, including 281 parents or carers and 273 young people.
	Work with Community Planning Partners to develop a clear framework for the implementation of the Children and Young People’s Improvement Collaborative (CYPIC) approaches to share good practice and evidence improved outcomes. (Service Manager – Evidence2Success)	Apr 2018	Complete Several strands of activity have been developed through the CYPIC. This includes the Emotional Wellbeing Collaborative detail below, continuation of use of the improvement methodology in schools to improve literacy and development of a partnership team, including Early Learning and Childcare, Health Visiting and Allied Health Professions, who are engaged in work through the national Language to Literacy Practicum. Work in these areas will continue.
Review the Early Years Strategy to accommodate legislative changes. (Head of Education – Early Years and Primary)	Monitor and track progress of draft implementation plan for delivery of 1,140 Hours of Early Learning and Childcare. (Service Manager – Early Years)	Jun 2017	Complete 1140 hours project team established and meeting fortnightly. Project board with SRO Sharon Johnston set up and regular meetings diaried
	Complete Draft Implementation Plan for Delivery of 1,140 hours ELC and submit to Scottish Government. (Service Manager – Early Years)	Sept 2017	Complete The Expansion of ELC 1140 Hours plan including the draft Implementation Plan and Financial Template were submitted to SG on 29 September 2017. Awaiting outcome of funding from SG by end of April 2018.

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	Develop Project Plan with key actions and milestones for delivery of the full programme by 2020. (Service Manager – Early Years)	Oct 2017	<p>Complete The Project Plan with key actions and milestones for delivery of the expansion of ELC 1140 hours was submitted to SG on 29 September 2017 as part of the PKC submission.</p> <p>The Project Plan is a living document which is constantly evolving. Progress is monitored through 2 weekly meetings with Workstream Leads and on a monthly basis through the Project Team.</p>
	Establish Project team and develop workplans for each area of development. (Service Manager – Early Years)	Apr 2017	<p>Complete Workstream leads have established membership of their workstreams and drafted workplans.</p>
	Identify Key Outcomes for 2017-2020. (Service Manager – Early Years)	Jun 2017	<p>Complete Drafted during Project Initiation Day; will be reviewed and refined during the writing of the refreshed strategy.</p>
	Produce draft Early Years Strategy. (Service Manager – Early Years)	Oct 2017 Revised date: Nov 2017	<p>Complete This was delayed as a result of changes in the service; however a draft document is now ready for consultation.</p>
	Final Strategy Document for consultation with stakeholders. (Service Manager – Early Years)	Dec 2017 Revised date: Apr 2018	<p>Complete The Strategy has been refreshed and is at a stage where it could be circulated for consultation.</p>
	Early Years Strategy and Action Plan presented to Early Years and Early Intervention Programme Board. (Service Manager – Early Years)	Jan 2018 Revised date: May 2018	<p>Ongoing This will be revisited following the consultation.</p>

Focus and Major Change	Key Action (Lead Responsibility)	Delivery Timescale	Update
	Develop the Perth & Kinross Play Framework with 4 defined areas <ul style="list-style-type: none"> • Play in the home • Play at nursery and school • Play in the community • Positive support for Play (Service Manager – Early Years)	Mar 2018 Revised date: June 2018	Complete This document is at the final stage and will be submitted to the Children, Young People and Families Partnership for approval. There have been a number of sessions with partners to draft a Perth and Kinross Play Framework, with the support from the National organisation Play Scotland. The Framework will be accompanied by an accompanying Action Plan, detailing the priorities and actions under each of the 4 defined areas to monitor improvement.
Reaffirm our commitment to GIRFEC, particularly focusing on children at the edge of care. (Head of Services for Children, Young People and Families)	Develop guidance and training to embed the role of the Lead Professional. (Child Protection Inter-Agency Coordinator)	Apr 2018	Complete The Lead Professional Role is embedded in Education and Children’s Services, in particular within Social Work. The Role of Lead Professional is included in local GIRFEC & Child Protection Guidance /Guidelines as well as in online; single and multi-agency Learning and Development. The Scottish Parliament’s new Information Sharing provisions per The Children and Young people (S) Act 2014 are expected late 2018.
	Review the implementation and impact of the Tayside format for a single Child’s Plan and identify areas for further development to enhance the quality of plans and planning for individual children. (Improvement Officer)	Dec 2017	Complete The recent Joint Inspection of Children’s Services in P&K examined children’ planning and evaluated this as very good. There are opportunities for our plans to be SMARTer and further work is being undertaken via our CPC Improvement Plan (2018-2020)

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	<p>Ensure practitioners are supported in their day to day practices and to be confident in the sharing of information through training and development and use of the <i>Code of Practice; Information Sharing, Confidentiality and Consent</i>. (Head of Services for Children, Young People and Families)</p>	Jul 2018	<p>Ongoing The CPC Interagency Child Protection Guidelines were fully refreshed in 2017 and includes comprehensive information on information sharing. The Code of Practice was recognised as effective in terms of supporting staff in their decision making about sharing information appropriately. We will continue to ensure the Code is understood by all relevant staff and will update or amend it as necessary on receipt of any new national guidance.</p>
<p>Continue to improve in Permanence Planning for looked after children, helping children to reach secure and nurturing positive destinations without unnecessary delay. (Head of Services for Children, Young People and Families)</p>	<p>Continue to use the Looked After Children Review process to identify children in need of permanent substitute care. (Service Manager – Looked After Services)</p>	Apr 2018	<p>Complete Permanence planning is embedded within the Looked after review process.</p>
	<p>Embed robust tracking and monitoring of all looked after children. (Service Manager – Looked After Services)</p>	Apr 2018	<p>Complete The Permanence Monitoring group meets 1st Monday of each month and a robust tracking system is in place.</p>
	<p>Further improve the arrangement for the decision-making for children in kinship care. (Service Manager – Looked After Services)</p>	Apr 2018	<p>Complete All reports are now screened by Improvement officer Looked After services prior to being presented at Kinship panel. Panel will then make recommendations to the ADM. This mirrors the process for fostering and adoption. When the carers are not recommended for approval this decision is ratified by the Improvement officer who also has the discretion of asking the kinship care panel to have a view. This allows for a level of independence and consistency.</p>

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<p>Deliver the outcomes identified in the Tayside Plan for Children, Young People and Families 2017-2020 through close collaboration with partners. (Senior Management Team)</p>	<p>Build the collective capacity and resilience of our services. (Senior Management Team)</p>	<p>Mar 2020</p>	<p>Ongoing Through effective self-evaluation and close monitoring of all available to data, we are able to identify areas where more support or resource is needed and respond according within current budgets.</p>
	<p>Strengthen our approach to sharing expertise and providing challenge. (Senior Management Team)</p>	<p>Mar 2020</p>	<p>Ongoing The establishment of the five key priority groups to deliver on the outcomes identified in the Tayside Plan for Children, Young People and Families, has led to many aspects of practice in ECS being identified as the model to adopt across the Tayside area. eg Leadership.</p>
	<p>Reduce duplication of effort and ensure we make the best use of available resources. (Senior Management Team)</p>	<p>Mar 2020</p>	<p>Ongoing The work of the Pre-birth and Early Learning Priority Group is a very good example of duplication of effort being reduced in a number of ways, e.g. the establishment of a shared workforce development programme.</p>
<p>Plan for the expansion of Early Learning and Childcare provision. (Head of Services for Children, Young People and Families)</p>	<p>Share thinking and approaches to implementation of 1140 hours ELC (Service Manager – Early Years)</p>	<p>Jun 2018</p>	<p>Ongoing Information has been shared with colleagues from Dundee and Angus regarding delivery models, admission criteria, partner provider payment rates and workforce development. Further meetings planned to continue to share approaches.</p>
	<p>Agree focus of support from SG Team (Service Manager – Early Years)</p>	<p>Jun 2018</p>	<p>Complete Early Learning and Childcare Expansion Plan and financial template completed and submitted to Scottish Government.</p>

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	Revisit partner provider contracts and payment rates once quality standard is developed (including commissioning arrangements for childminders) (Service Manager – Early Years)	Jun 2018	Ongoing Consultation around the new National Quality Standard is underway to provide a response to Scottish Government. Focus group of childminders established to develop arrangements for childminders to gain partnership status.
Develop and implement a Health and Wellbeing Strategy (Head of Education – Early Years and Primary)	Implement Consultation with key partners and stakeholders. (Principal Educational Psychologist)	Sep 2017 Revised date: Mar 2018	Complete Consultation now complete.
	Identify Key Outcomes for 2017-2020. (Principal Educational Psychologist)	Oct 2017 Revised date: May 2018	Complete Outcomes now clarified.
	Develop draft Strategy for Early Years/Early Intervention Programme Board. (Principal Educational Psychologist)	Nov 2017 Revised date: May 2018	Ongoing Draft strategy going to ECS SMT for decision as to next steps.
	Provide a range of physical activity options across nurseries and schools in partnership with other agencies to have a positive impact on children’s health and wellbeing. (Quality Improvement Officer – Early Years and Primary)	Aug 2017	Complete The joint project with St Johnstone FC was not taken forward due to an unsuccessful bid for funding by St Johnstone. However we have made some progress to take this forward next year. In partnership with LAL we will be delivering the Active under 10s project to provide and encourage more physical activity at Nursery and Primary schools.

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	Further develop the impact of the Improving Emotional Wellbeing Collaborative. (Service Manager – Evidence2Success)	Mar 2018	Complete An Emotional Wellbeing Collaborative (EWC) Leadership and Learning Session was held on 25 October 2017. Funding has been awarded from the ACORN fund to provide some capacity to increase the pace of improvement through the EWC. Work is ongoing with a focus on building the resilience of children, young people, families and staff.
	Implement the Mental Health Innovation Project. (Service Manager – Evidence2Success)	Jun 2018	Ongoing Around 600 staff working with children and young people in Perth and Kinross have now completed training to increase their skills and confidence to address emotional wellbeing issues raised by children and young people as quickly as possible before they develop and require specialist intervention. The majority of staff engaged are based in schools. The project led by CAMHS has been extended to October 2018.
Review and improve our Parental Involvement Strategy (Head of Education – Early Years and Primary).	Update Parental Involvement Strategy and Guidance. (Quality Improvement Officer – Early Years and Primary)	Aug 2017 Revised Date: Apr 2018	Ongoing We have engaged with parent council chairs with regards to the parental involvement review of 2006 act and have now started to develop a revised strategy in relation to the recommendations set out in the review. We require to reflect on recent guidance on parental involvement in relation to the National Improvement Framework and will be presenting a draft strategy for consultation at HT Improvement Partnership with focus on Parental Engagement.

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	Provide support and training to Parent Councils. (Quality Improvement Officer – Early Years and Primary)	Aug 2017 Revised Date: Nov 2017	Complete Support to Parent Councils continues to be supported in partnership with <i>Scottish Parent Teacher Council</i> , (now <i>Connect</i>). A session for Parent Council Chairs on in March 2018 will ask Chairs to highlight areas for further support and guidance required.
	Provide advice and support to schools on engagement. (Quality Improvement Officer – Early Years and Primary)	Aug 2017 Revised Date: Mar 2018	Complete Planned Headteacher Improvement Partnership around Parental Engagement for April 2018.
Address gaps and improve outcomes for priority groups identified in the Perth and Kinross Parenting Strategy 2015-2019. (Head of Education – Early Years and Primary)	Further develop the work of the Gowans Early Years Team to provide targeted support for families (pre-birth to 2 years). (Service Manager – Looked After Services)	Oct 2017	Complete The family focus team is working with the midwifery unit at PRI to provide early support to pregnant woman who require it. All referrals to the team now come through either MASG route and therefore will target the most vulnerable.
	Establish Steering Group and develop workplans for each area of development. (Service Manager – Evidence2Success)	Apr 2017	Complete Parenting Strategy Steering Group established and programme of meetings for the year ahead set.
	Identify updated Key Outcomes for 2017-2020. (Service Manager – Evidence2Success)	Jun 2017	Complete Key Outcomes for Parenting Strategy Action Plan 2017-2019 agreed at the Early Years, Early Intervention Programme board in May 2017.
	Produce draft Parenting Strategy and Action Plan. (Service Manager – Evidence2Success)	Oct 2017	Complete Development event held in June 2017 to engage partners in development of the revised Parenting Strategy Action Plan 2017-2019.
	Final Strategy Document for consultation with stakeholders. (Service Manager – Evidence2Success)	Dec 2017	

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	Parenting Strategy and Action Plan presented to Early Years and Early Intervention Programme Board. (Service Manager – Evidence2Success)	Jan 2018	Complete Refreshed Parenting Strategy Action Plan 2017-2019 approved by the Early Years, Early Intervention Programme Board in July 2017. Communication plan being drafted to ensure wide scale awareness of and engagement in the agreed Action Plan 2017-2019.
Implement the Corporate Parenting Strategy for 2017-2020 through a collaborative partnership of Corporate Parents. (Head of Services for Children, Young People and Families)	Finalise and approve the Corporate Parenting Plan. (Service Manager – Planning, Performance and Partnership)	Jun 2018	Complete The Corporate Parenting Strategy has been finalised and approved by the Corporate Parenting Group.
	Work with partners in the Children, Young People and Families Partnership Corporate Parenting Sub Group to implement the strategy. (Service Manager – Planning, Performance and Partnership)	Jun 2018	Ongoing The Corporate Parenting Youth Worker and Participation Officer posts have been filled and the workers have engaged with the Fun Young Individuals (FYI) group to: <ul style="list-style-type: none"> • Make a film about aspirations after care. • Take an active role in the Youth Voice Group and the CSE Advisory Group. • Launch a FYI photography exhibition. Over the past year a ‘working group’ has also been formed and is taking a strategic lead with the FYI Group. There is also a 16+ Looked After worker located at Scott St who has been employed to support the move to positive destinations for those who have experience of care.
	Develop measures and targets for ECS aimed at improving outcomes for care experienced young people. (Service Manager – Planning, Performance and Partnership)	Jun 2018	Ongoing Measures are being developed to match the evolving nature of services for care experienced young people, and to align with the Tayside Plan.

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<p>Report on the review findings and options appraisal for remodelling of residential care for children and young people. (Head of Services for Children, Young People and Families)</p>	<p>Report on review findings and options appraisal for remodelling of residential care for children and young people to Lifelong Learning Committee. (Service Manager – Fieldwork Services)</p>	<p>Aug 2017</p>	<p>Complete Options appraisal complete and report being presented to Council on 16 Aug 2017.</p>
	<p>Develop a detailed transformation implementation plan. (Service Manager – Fieldwork Services)</p>	<p>Dec 2017</p>	<p>Complete A Project Board is now overseeing the implementation of the new model with the team being fully operational by January 2019.</p>
<p>Consolidate improvements in performance in child protection case conferences, along with improved child and family involvement. (Head of Services for Children, Young People and Families)</p>	<p>Continue with improvement actions and introduce new systems for involving children, young people and families in service development. (Independent Chair - Child Protection Case Conferences)</p>	<p>Apr 2018 Revised Date: Nov 2018</p>	<p>Ongoing Work on fully implementing administrative review of CPCCs and ensuring consistency of structure has been completed and will be maintained through regular peer review groups with conference chairs. A development session has been organised for November 2018 to promote consistency of decision making. In order to ensure that improvements are sustained overall responsibility for CPCCs is held by one improvement officer as an easy first point of contact for internal and external staff and to address issues as they arise.</p> <p>Children and young people's attendance and involvement in conferences continues to be encouraged and their feedback sought regarding the process. Considering best method of seeking parental views</p>

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Implement the Raising Attainment Strategy 2016-2019 and its associated requirements. (Heads of Education)	Support and challenge schools to secure improvement in educational outcomes for all children and young people in a way which achieves the priorities in the National Improvement Framework. (Quality Improvement Officers – Primary and Secondary)	Jun 2018	Ongoing Quality Improvement Officers continue to support and challenge schools through term visits. Pupil Equity Fund and Raising Attainment were the focus of a half-day session at the HT Development Day. The Raising Attainment Implementation Plan for 2017-18 has been developed in line with the ES Service Plan.
	Introduce standardised assessment throughout Broad General Education. (Heads of Education)	Oct 2018	Complete All schools have been/are being trained. SNSA implementation is progressing as planned
	Update planning, assessment and reporting processes to take into account the National Improvement Framework. (Heads of Education)	Jun 2018	Complete Perth and Kinross framework for Planning, Assessment, Moderation and Reporting now complete and issued to all schools for use. This outlines the national, local and school expectations in each of these areas. The policy for the administration of Scottish National Standardised Assessments sits within the framework alongside the PKC policies on planning and reporting.
	Develop and implement Literacy and Numeracy Strategies. (Heads of Education)	Jan 2018	Complete Literacy and Numeracy Strategy shared at HT Day in January. Implementation Plan due for completion March 2018

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	Support the implementation of the Pupil Equity Fund. (Heads of Education)	Jul 2018	Ongoing Progress of use of PEF 2017-18 is being monitored with schools reporting through Standards and Quality Reports. PKC Guidance is to be updated in line with updated Scottish Government advice. PEF allocations for 2018-19 confirmed.
	Further develop practitioner enquiry into self-regulation. (Head of Education - Secondary and Inclusion)	Jun 2018	Ongoing Further workshop and support sessions have been delivered by Educational Psychology to school leaders. Plans are in place to offer further opportunities to those schools not involved in 2018-19
Work to meet the requirements of the Education (Scotland) Act 2016. (Executive Director of Education and Children's Services)	Develop and deliver new planning and reporting requirements in line with existing established practice and other reporting needs. (Service Manager - Corporate Research and Information)	Nov 2017	Complete Raising Attainment Report developed for November Lifelong Committee and to meet national reporting requirements.
	Incorporate Gaelic Medium Education within the Corporate Gaelic Language Plan. (Quality Improvement Officer - Secondary)	Dec 2017	Complete Gaelic Medium Education incorporated in second generation Gaelic Language Plan that is currently in the consultation phase and will go to full Council and Bòrd na Gàidhlig for approval in December 2017.
Review Inclusion Services to provide a more efficient and effective delivery model. (Head of Education - Secondary and Inclusion)	Develop an implementation plan based on the recommendations, identifying key workstream leads and task groups. (Head of Education - Secondary and Inclusion)	May 2018	Ongoing Update to be brought to the Inclusion Board on 15 May 2018. Detailed work is focused on delivering change whilst not affecting the support available to young people. Workstream 5 will commence once all groups have made final recommendations. Planning for launch of inclusive ethos approach to all headteachers is underway.

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	Prepare revised procedures for implementation from 2018-2019 onwards. (Head of Education - Secondary and Inclusion)	May 2018	Ongoing A new expectations of inclusive practice statement along with an updated Inclusion strategy will be implemented during 2018-19. During 2018-19, new models of ASN allocation and specialist provisioning will be tested with a view to implementation in 2019-20.
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. (Head of Education – Early Years and Primary)	Work with schools to further embed the approaches to Language 2. (Quality Improvement Officer – Early Years and Primary)	July 2018	Ongoing All schools are delivering French P3 minimum with almost all schools adopting a whole school approach.
	Ensure effective liaison with secondary schools to develop clear learning pathways for Language 2 in each Local management Group. (Quality Improvement Officer – Early Years and Primary)	July 2018	Ongoing All PT secondary Modern Language Teachers invited to LMG meetings to support discussion between primary and secondary staff with regard to transition projects for next year. 1+2 Staff tutors supporting schools with this and giving exemplification of good practice.
	Create Planning framework to introduce Language 3. (Quality Improvement Officer – Early Years and Primary)	July 2018	Ongoing The Pan Tayside timeline has been revised to reflect the need to embed L2 with more consistency and confidence prior to the introduction of L3. The National requirement is that L3 is introduced by P5 - P7 by 2021. Schools will be supported to implement this by 2021 or earlier depending on readiness.
Develop a Digital Strategy that will ensure that learning and teaching is fully supported by the effective and appropriate use of technology. (Head of Education - Secondary)	Further develop the use of online platforms i.e. Glow to support learning and teaching and professional learning. (Digital Learning and Technology Officer)	Jun 2018	Ongoing Digital Working group of interested school staff being established to take this forward. Work already started with 2 Principal Teachers to set up and use a virtual learning platform.

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and Inclusion)	Review and identify further infrastructure needs and requirements to support the Digital Strategy. (Digital Learning and Technology Officer)	Jun 2018	Ongoing Meetings have taken place between QIO and IT team to discuss progression of improvement of WiFi in school. Replacement rollout programme in school estate ongoing. Special meeting to be arranged for Bertha Park High School.
	Develop digital leaders of change in our schools and establishments. (Digital Learning and Technology Officer)	Jun 2018 Revised Date: Nov 2018	Ongoing Will proceed following the launch of the strategy.
	Evaluate progress to date. (Digital Learning and Technology Officer)	Jun 2018	Ongoing Met with Education Scotland digital learning officer allocated to the Tayside Regional Improvement Collaborative. Support being provided with implementation plan of virtual campus pilots. Draft offer of virtual learning has been circulated to schools.
Work to meet the outcomes of the Scottish Government's Education Governance Review. (Head of Education - Secondary and Inclusion)	Consider the recommendations and outcomes of the Education Governance Review. (Head of Education - Secondary and Inclusion)	Jun 2018	Ongoing Further consultation completed on the Education Scotland 2018 Bill – January 2018
	Develop and implement plans which address the outcomes of the Governance Review. (Head of Education - Secondary and Inclusion)	Jun 2018	Ongoing This action will be progressed once the Education Scotland 2018 Bill is published.
Work to develop Perth and Kinross' young workforce; lead by the Developing our Young Workforce Board. (Head of Education - Secondary and Inclusion)	Review the Enterprise and Employability in Secondary Schools Strategy. (Quality Improvement Officer - Secondary)	Jun 2018 Revised Date: Aug 2018	Ongoing Draft strategy document and action plan to be circulated to DMT and SMT in June. Career Education Strategy Group established, and have met. Membership: schools staff, SDS, DYW, Perth College. Focus groups with pupils, parents and staff being undertaken by the group members.

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	Support the use of the Career Education Standard and the Work Placement Standard across all schools. (Quality Improvement Officer - Secondary)	Jun 2018	Ongoing This was discussed and promoted at all secondary term 3 visits. All secondary schools are working to implement the standards and are at varying stages with this.
	Working with the DYW Regional Team, develop further approaches to work experience. (Quality Improvement Officer - Secondary)	Jun 2018	Ongoing Fortnightly meetings with DYW regional manager. Working with the DYW employer engagement officers, SDS and schools to increase the number of placements available. Have met with Deputy Chief Executive and representatives from corporate HR team to agree planned approach to widening offer from PKC to schools for work experience. Workit training organised for all schools. Work experience co-ordinators meetings taking place regularly.
Work to meet the requirements for Continuing Care arising from the Children and Young People (Scotland) Act 2014. (Head of Services for Children, Young People and Families)	Continue to use the Looked After Children Review process and the Through Care and After Care Team to encourage young people to take up the option of Continuing Care. (Service Manager – Looked After Services)	Apr 2018	Complete The process for the assessment of continuing care is now in place and by September 2017 there were 10 young people who had taken up this opportunity. A leaflet has been produced by young people which describes continuing care to young people.
	Recruit family-based carers and supported lodgings providers through the Expansion of Family Based Care transformation project to increase the options for young people over 16 years. (Service Manager – Looked After Services)	Apr 2018	Complete The project reported that 6 new carer were recruited in the first year up until Oct 2017. The project in its second year has seen 3 with another 5 assessments ongoing.

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<p>Continue to extend the approaches to Developing Skills for Learning, Life and Work in nurseries and primary schools. (Head of Education – Early Years and Primary)</p>	<p>Support and challenge schools to ensure that the entitlements contained within the Career Education Standards are further developed. (Quality Improvement Officer – Early Years and Primary)</p>	<p>Oct 2017</p>	<p>Complete Developing the Young Workforce, Skills for Learning, Life and Work and the Career Education Standards were a focus at the Headteacher Development Day and Depute and Principal Teacher days in January 2017. National Guidance was shared and an opportunity was provided for schools to share practice.</p>
	<p>Support and challenge schools to plan and track achievement opportunities within the curriculum, linking these to the Skills for Learning, Life and Work. (Quality Improvement Officer – Early Years and Primary)</p>	<p>Apr 2018</p>	<p>Ongoing A short life working group, made up of headteachers, depute headteachers, principal teachers and class teachers, have been working on developing guidance on effective practice in planning for and tracking wider achievement.</p> <p>A ‘Simply Skills’ event is planned to share effective practice in planning for skills development across the curriculum. Education Scotland will present national guidance at this event and schools across Perth and Kinross will share highlighted good practice.</p> <p>A ‘Curriculum Rationale and Design’ event has also been planned, which will support planning for skills development and planning for achievement. Education Scotland will also support this event, and schools from across Perth and Kinross will also share effective practice.</p>

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	Extend the opportunities provided through the partnership with Children's University. (Quality Improvement Officer – Early Years and Primary)	Apr 2018	Ongoing Children's University have worked with five schools. Support from the Wider Achievement short life working group, has ensured that these schools have increased their range of partners, are tracking engagement in activities and are planning to close the achievement gap. Continued support from Children's University beyond this session will be dependent on school's evaluation of their added value.
Explore options, in collaboration with stakeholders, to expand the marketing of Community Campuses to provide a broader range of services to a wider audience. (Senior Business and Resources Manager)	Report to the Lifelong Learning Committee on the improvements in marketing community campuses undertaken by all relevant stakeholders and its impact on usage. (Change and Improvement Team Leader)	Jan 2018	Complete Through discussions with Elected Members and Campus Management, it was determined that the primary marketing focus of the Campuses is to generate increased footfall and usage of the Campus. Conclusion: Community Campuses will review options to increase footfall and usage, in discussion with Local Elected Members, and this will inform their Campus Self-Evaluation Improvement plan and will be monitored through CCMGs going forward.
Support locality community planning partnerships (Executive Director – Education and Children's Services)	Identify and respond to opportunities to work with locality planning partnerships to deliver positive outcomes. (Senior Management Team)	March 2018	Ongoing This work will continue to evolve and develop in coming years. Services for Young People have secured match-funding from The Gannochy Trust to develop bespoke approaches to aspects of youth work across all localities.