



Education and Children's Services

Annual Performance Report 2019/20

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1. INTRODUCTION

This report presents a summary of the work we have undertaken over the past year 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 in the last year and report on our performance against identified performance indicators.

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. A key focus for our work is early intervention and prevention, raising attainment for all and closing equality gaps, delivering equity and enabling inclusion in all of our 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. We will continue to ensure that our services are responsive to the needs of people and their communities.

Whilst we do well in many areas, our ambition is always to do better. We are confident in our ability and capacity to continue to improve, supported by a workforce committed to delivering better outcomes and continuous improvement.

While current circumstances require us to plan for a process of recovery, it also provides an opportunity to evaluate our services with fresh eyes, and to learn valuable lessons from circumstances that have been forced upon us, to see what has worked well, and to make informed decisions about the best use of the resources at our disposal.

Thanks to all staff and partners for the contributions they have made and for their continuing efforts and commitment to delivering positive outcomes and improved services.

Sheena Devlin

Executive Director (Education and Children's Services)

2. VISION, STRATEGIC OBJECTIVES AND SERVICE PRIORITIES

Our Vision

We support the Vision of the Community Planning Partnership, for our area:

“Creating a confident, ambitious and fairer Perth and Kinross, for all who live and work here.”

This Plan aims to translate this vision into an agenda for Education and Children’s Services to deliver positive outcomes for our citizens and communities.

Perth and Kinross Council’s (PKC) Strategic Objectives

The vision is reflected in the Council’s five strategic objectives and these inform decisions about policy direction and budget spending:

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

The vision and strategic objectives support the delivery of the [Community Plan](#) and the Council’s [Corporate Plan](#). The following sections set out what we will do to support the achievement of these strategic objectives.

Education and Children’s Services Strategic Framework

During 2019, Education & Children’s Services used a collaborative process involving staff across the service to develop a new service Vision and Values, which built up over several iterations to produce a concise and focused statement.

Our Vision:	Improving Lives Together		
Our Values:	Ambition	Compassion	Integrity

Aligned with this are the service’s strategic priorities, which draw from the Tayside Plan for Children, Young People and Families.

ECS Key Priorities (based on Tayside Plan)				
Best Start	Learning & Achievement	Health & Wellbeing	Care and Equity	Safe and Protected

Best Start

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

We work alongside families to improve children's wellbeing and encourage early social and emotional development. In partnership with parents and carers, we support children in their early years to ensure all children and young people are given the best start in life.

Performance Summary for 2019/20

Expansion of Early Learning and Childcare provision

The expansion of Early Learning and Childcare (ELC) has been rolled out on a phased basis. As at March 2020, 52% of Perth and Kinross funded providers were providing 1140 funded hours to 3-5 year olds eligible families or families living in qualifying areas. 542, 3-5 year olds and 36 eligible two year olds (Strong Start) received 1140 funded hours in local authority settings. A total of 103, 3-5 year olds and 5 eligible 2 year olds received 1140 funded hours in funded provider settings, and three 3-5 year olds received 1140 funded hours in childminder settings. Overall, 62% of 1140 funded hours local authority setting Strong Start places were filled. PKC, Dundee and Angus authorities are also working in partnership to ensure children can access the funded hours across Council boundaries where required.

In each of the eleven ELC communities, there are local authority nurseries offering term time and 45-week patterns, and funded provider settings offering a variety of patterns. Within each ELC community, Additional Support Needs (ASN) hubs are being developed in local authority settings. These hubs will provide children, with additional and complex needs, access to the support and environment they require within the ELC community they reside in. Five local authority Early Childhood Centres (ECC) have been created within the most deprived areas of Perth and Kinross to support vulnerable children. The ECCs will offer a 50 week model of attendance in addition to the 45-week and term time attendance models.

A contract management process has been developed to ensure funded providers achieve and continue to meet the criteria outlined in the National Standard. All funded providers are required to achieve a Care Inspection quality grading of 4 (good) or above. This assures there is high quality ELC in each funded setting providing a positive impact on the children's experiences and outcomes. To ensure children have a high quality learning experience, there is a requirement to recruit and develop a high quality workforce with the skills, flexibility and expertise to deliver the future requirements of ELC, whilst contributing to improving outcomes for children and families. Good progress has been made in recruiting for these posts, such as Senior Early Childhood Practitioners (ECPs) (44 additional posts), Principal ECPs (7 new posts) and Centre Leaders (4 additional posts).

Work with Angus and Dundee City Councils, and liaison with colleges and universities has allowed for a shared vision on purpose and roles across the sector. The ELC workforce were surveyed across the authorities to gain information on qualifications, experience and skills, resulting in an event on Inspiring Leadership in February 2020 involving a total of 150 staff from local authority and funded provider settings and childminders from across the three authorities.

Play Framework

The Perth and Kinross Play Framework was launched in June 2019.

To support play in schools, there are currently 17 Play Pods in PKC school playgrounds. Play Champion programmes have been delivered to a number of schools and evaluations are being gathered. In August 2019, Forest Schools Training was delivered in Partnership with Perth College, participants included Early Years and Childcare staff. This was well received and further training has been arranged to support outdoor play and learning.

To support learning and play at home, Play Z cards, with simple play ideas for parents, have been produced and distributed through the Early Years and Childcare Teams, Schools and the Parenting Team to families to try at home. The Z Cards were also available on the Play Talk Read Bus (PTRB) when it visited Perth and Kinross between 16 - 20 September 2019. 148 families and 220 children visited the PTRB over 5 locations. 82% of those who visited the PTRB said they had learned something new and 90% said they would try different ways of playing with their child/ren at home.

To support play in the community, links have been made with a range of professionals including Parks, Roads, Planning and Architects, as well as getting involved with the Dunkeld Road Corridor and the other re-generation areas. Each local Action Partnership has been contacted, with staff attendance at a number of partnership meetings to give an overview of the Play Framework and gain support for its future implementation.

Learning and teaching approaches to delivering the curriculum in early years

Nine schools took part in Learning through Play Action Research initiative with 78% completing the course. This high-quality learning and development opportunity has been delivered through partnership working by the Early Years team, Early Years Inclusion and Educational Psychology Service. All schools have access to materials to allow Learning through Play to be developed in their school using Nursery to Primary Transition guidance which reflects National guidance and complements the work of Learning through Play initiative.

An evaluation undertaken by Educational Psychologists detailed that during the sessions children were noted as needing much less direct support and those with Additional Support Needs (ASN) were coping for a lot of the session without the adult support that would have been required in more formal learning environments. Teachers noticed that children were actually choosing to do more formal learning activities such as number and writing jobs and that they were more enthusiastic and ready for direct teaching activities when they were gathered as a group.

The multi-agency 0-3 Partnership Group meets 4 times a year to identify support that children with complex needs may require at key transition points such as starting nursery. The group are currently developing a pathway for children with complex needs transitioning into Early Learning and Childcare settings.

Learning and Achievement

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.

Through meaningful engagement in learning, high quality learning experiences and skilful staff, all of our children, regardless of their circumstances, will be successful learners, confident individuals and responsible citizens who contribute to their communities. We have ambitious targets for raising attainment and achievement.

Performance Summary for 2019/20

Raising Attainment Strategy 2019-2022

A comprehensive Raising Attainment plan has been developed, outlining key priorities for 2020-2021 and beyond. Key roles and responsibilities for schools and the local authority are laid out in the plan with clear timescales.

A Raising Attainment Board has been formed to oversee the implementation of the Raising Attainment Strategy and a key priority of the board will be to track and monitor key performance indicators. Stretch aims and targets for improvement have been clearly identified and shared with schools.

The Raising Attainment Strategy has been shared in an interactive way on the PKC intranet, along with the implementation plan. Schools have access to key local and national information including PKC Equity Network bulletins, guidance and support. Education Support Officers have been supporting the development of 'shapshots' where schools are encouraged to develop presentations which demonstrate the impact of Pupil Equity Fund (PEF) interventions and strategies employed to close the poverty attainment gap.

Over the last year, our Navigate learning provision has supported 39 young people with additional support needs and their families/carers to improve their attainment. On average, young people who attend have achieved 6 National Level qualifications each, in addition to hours towards their Saltire awards; 100% of young people in the senior phase transitioned towards positive post-16 destinations. Attendance increased by 3.4% in comparison to the previous year and the curriculum expanded further by 10% for Broad General Education and 4% for S5 and above, increasing learning opportunities tailored to individual interests and strengths with the pupils voice at the core.

Work has taken part across this session to improve responses to emotionally-based school absence, raising awareness of the need for early intervention and developing confidence in key staff in assessing and responding to the needs of target pupils. This has led to a draft staged intervention framework being developed, with linked information and training.

Excellent Relationships, Excellent Learning and Teaching

The Excellent Relationships, Excellent Learning and Teaching Policy reflects input from pupils, practitioners and leaders across Perth and Kinross and sets out a clear aspiration for excellence, with identified outcomes and key responsibilities for all.

To support the implementation of the policy, the Education Support Team have created an offer of support, collaboration, guidance and resources for practitioners and schools, to

support them in achieving excellence. This includes career long professional learning (CLPL), targeted packages, and Creative Learning Network projects. The Perth and Kinross Education's Professional Learning Community on Glow provides an easily accessible platform for the wide range of professional learning opportunities, links to relevant research and the support materials and resources. The Learning and Teaching Newsletter, issued monthly, provides teachers with local and national updates, links to relevant reading and CLPL. The establishment of the Education Support Team has enabled us to support seven schools as part of the Inspiring Schools Programme to enhance knowledge, skills and understanding of highly effective teaching approaches and improve consistency in the quality of learning and teaching.

Inclusion Services

Extensive engagement with a range of key stakeholders including parents, carers, staff and partner organisations has been completed to further inform the review of Inclusion Services. In the survey of parents and carers, 850 responses were received, with over a quarter of the responses from parents or carers with a child with additional support needs. Over 700 Education Services staff also provided information on their knowledge, skills and confidence. Collectively, this information will help to shape improvements to be taken forward in 2020/21.

Digital Strategy

The Digital Strategy outlines the vision and approaches to embed digital literacy, skills, learning and assessment in schools. This strategy is aligned with the National Improvement Framework, the National Digital Learning and Teaching Strategy for Scotland and the PKC Raising Attainment Strategy. Our vision is to effectively and appropriately use digital technology to enhance learning and teaching, to equip children and young people with vital digital literacy skills, which will lead to improved outcomes and prepare them for life beyond school.

Learning is being enhanced by effective use of digital technologies across Perth and Kinross with an ever-increasing number of schools embarking on the journey towards Digital Schools status; Blairgowrie High School being the latest school to be successful in achieving the full award.

Bertha Park High School continues to embed digital technologies at the heart of its learning and teaching with 1-1 devices incorporated into all lessons enhancing the learning experience. Research is being conducted by Lews Castle College, UHI, into the impact of 1-1 devices, which will be concluded by the end of academic session 2020/21.

All pupils now have access to Office 365 applications within GLOW. Overall, GLOW usage increased by approximately 220% over the period 1 April – 31 December 2019. Data reflects increasing student access to GLOW learning and teaching resources from home. Evidence shows that Microsoft Teams adds value as a tool for sharing information and streamlining and improving communication. The Digital Skills team who provide GLOW user support (self-help resources, guides and webinars) have delivered over 60 school sessions to more than 450 staff.

In January 2020, an Education Support Officer was appointed to take forward the priorities of the Digital Strategy, including the Virtual Campus and the digital element of the Highland Perthshire Learning Partnership (HPLP).

A needs analysis and consultation exercise has been conducted with all Secondary Schools to finalise the best approach to the Virtual Campus (VC). A varied service and approach are being offered that provide opportunities for all schools to utilise the service with a wide range of pupils being targeted. The 3 approaches are:

- **5@3** – An online package of resources targeted at young people who are working at SCQF level 3.
- **Highers via VC** – A blended approach via Virtual Campus of teacher input and independent study directed by a teacher.
- **Level 7 extension** – A suite of easily accessible digital opportunities packaged together into a user-friendly format that extends a young person's achievement.

An element of the HPLP is to develop, share and sustain a dynamic and innovative learning offer. This includes elements of co-designed and delivered inset sessions between the two schools. Video conferencing and blended learning approaches have been developed with Perth College to offer a Foundation Apprenticeship in the HPLP. The HPLP is now working towards obtaining a Digital Schools Award.

Health and Wellbeing

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

Learning in health and wellbeing is designed to ensure that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing.

Performance Summary for 2019/20

Health and Wellbeing Strategy

Schools have identified Health and Wellbeing Leaders to attend termly Network meetings. Health and Wellbeing Leaders identify tools to measure progress and achievement within Health and Wellbeing including use of wellbeing indicators, performance in Physical Education and progress through key curriculum organisers.

Schools are also using self-evaluation materials included in the Health and Wellbeing strategy to support improvement planning. Health and Wellbeing priorities identified through improvement plans were varied and reflected the individual needs and circumstances of school contexts. These included planned interventions for Growth Mindset, BounceBack, Restorative Approaches, Emotion Works, Rights Respecting Schools, and Outdoor Learning.

In order to progress approaches that improve sleep, a small-scale pilot was developed in collaboration with the Children & Young People Improvement Collaborative (CYPIC). This approach engaged young people to learn about sleep and contribute to plans to improve the quality and duration of the time they spent sleeping. The study then reflected the impact this had on engagement and learning.

Through the Health and Wellbeing Curriculum Leaders, schools are embedding the use of self-evaluation strategy to guide practice, linking to the interventions of the Relationships Framework where this is indicated in their self-evaluation. The leaders network is now well-established and using the action plan in the strategy to focus on self-evaluation tools and sharing good practice. Materials to support progression through the curriculum are being developed and implemented. A multi-agency group have used focus group data to commence the development of a local mental health pathway with key messages for self-help. Review of staff professional development needs is being undertaken through a final evaluation of the Mental Health Innovation Fund work.

Food insecurity

The Food Insecurity during Holiday Periods Short Life Working Group (FIHP) was established to support communities to utilise Council funding to support local initiatives aimed at reducing the impact of food insecurity for families across Perth and Kinross by providing fun, engaging activities for children and families with a healthy, nutritious meal as an element of planned events or activities. Projects were particularly focused in areas with higher levels of social deprivation or inequalities. The funding enhanced the support available to existing activities or offered the opportunity to run new activities that the groups/organisations would otherwise not be able to fund.

The total number of recorded attendances over the 2019 summer holidays across PKC was 3825, which provided support to over 700 families, supported by collaborative working from

PKC teams, registered charities, community groups and volunteers. It was estimated that around 111 volunteers gave up their time to support their community.

Feedback from parents, children and young people and those delivering activities has been very positive overall. In some cases, the effect the funding had on communities was to provide a vital lifeline for vulnerable children and families.

“The events are a lifesaver for me!”

“Saving money on food has been a benefit of coming and is really appreciated.”

“Overall this has taken the stress out of the summer holidays for me.”

The estimated costs per child ranged from £1.50 to £19.38 with the average costs around £7 per child, dependent on several factors such as rurality and availability of suitable accommodation.

The activities ranged from sporting and physical activity to crafts and trips to local facilities such as parks, museums, and libraries. Some areas offered the Cook It programme which helps families learn about creating healthy, nutritious, low cost meals and provided food for them to take home.

The FIHP programme offered families a place to go during holiday periods where they were able to take part in no cost activities with other families in their community. It has helped to build a positive, involved community spirit. It has also helped boost the confidence of family members with several comments relating to the positive impact of healthy eating and using local facilities. It has had an encouraging effect on young people who would normally have been “bored” over the holiday period and it has provided some consistency of learning on an informal basis.

Collaboration and future integration with the Food Share Network and food banks will continue to develop the strategy into the future. A Community Food Co-ordinator will be appointed to support this ongoing collaboration.

Perth and Kinross Child Poverty Action Plan

Perth and Kinross schools have been considering ways they can poverty-proof the school day. Some schools have undertaken Cost of the School Day training and have implemented measures to reduce the financial demand on families. A number of schools have produced a *Cost of the School Day* information sheet to share with parents. It details the costs incurred that are mandatory and those that are not.

Many primary schools now offer free school trips and use Pupil Equity Funding to reduce expenditure for some pupils. Many Parent Councils engage in fundraising to support the reduction of costs for families. A draft document regarding Cost of School Trips has been produced in collaboration with a group of secondary DHTs and HTs.

Secondary schools are looking at ways of reducing or eliminating costs for Home Economics, Craft Design & Technology and some Art courses. A working group has been established to review approaches to offer greater equity across all schools and to reduce costs to families across all areas.

Partnership work is evolving between ECS and the Welfare Rights team, and planning is ongoing to ensure all families receive entitlements including free school meals and clothing grants.

Further partnership with the Waste Management Team is working to establish effective approaches to recycling school clothing and equipment in localities. Consideration of enterprising approaches to sustainability may prove a positive message for young people. Examples of this can be found where school and community partnerships offer clothing swap sites targeted at reducing the impact on climate change.

ECS, in partnership with Housing, has led the 'Cost of Living' workstream within the Child Poverty plan, which is beginning to make a difference for families through developments such as: a new affordability model for Council house rents; a doubling of enquires and home visits by the Home Energy Advice Service to reduce fuel poverty; availability of grant funding to increase access to instrumental music tuition for eligible children; raised awareness of child poverty by schools and parent bodies and active participation in identifying opportunities to 'reduce the cost of the school day'; and scoping of two pilot projects to establish a food sharing network.

Care and Equity

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.

We focus resources on groups of children and young people that are more likely to experience inequalities and poor outcomes in health, wellbeing, education and post-school destinations. We are committed to closing the various 'gaps', increasing accessibility and broadening opportunities.

Performance Summary for 2019/20

Corporate Parenting Strategy 2017-2020

This year will see our current Corporate Parenting Strategy come to a conclusion. Consultation about developing our new strategy will begin shortly with our care experienced young people, their families and other corporate parents such as NHS Tayside and Police Scotland, Scottish Fire and Rescue, Skills Development Scotland, SCRA and our 3rd sector partners.

Support children and young people in their families and communities

The REACH Team continues to provide intensive, co-ordinated and flexible support for young people with multiple complex needs and their families, within their own homes and communities.

On 31 March 2020, the percentage of children being cared for in the community remained very high at 96%. During the year, 64 children and young people (who were cared for away from home) ceased to be looked after, just over half returned home to parents or relatives.

This approach prevents young people from being accommodated within a residential care setting and supports young people to successfully return home from residential accommodation. This has helped to reduce the number of young people accommodated away from home in a residential setting from 22 in 2017 to 10 in 2020, a level which has been maintained for the last two years.

The Primary Raising Attainment and Inclusion, Supporting Education (PRAISE) Team was set up in January 2020. The PRAISE team, in conjunction with ECS colleagues and other partners, helps to support children who are looked after at home to be able to fully participate and achieve within the school setting. By the beginning of March 2020, the team was actively working in nine schools within Perth and Kinross with 17 children. Good and trusting relationships were being made with the children themselves, stakeholders and increasing parental engagement. The commissioning of a mentoring service has been undertaken and this will commence at the start of the new term in August 2020.

Independent Advocacy

Independent Advocacy is a service which can help children, young people and those closest to them ensure their voice and views are heard at meetings and reviews. We continue to support and inform young people about their rights and their option to use an Independent Advocate. In addition to Independent Advocacy, we also encourage children and young people to use the mobile phone app Mind of My Own. The app helps children and young people organise and share their thoughts directly with their support worker.

Over 400 children and young people responded to a survey in December 2019 regarding their thoughts on bullying. Overall, most pupils felt they could talk to someone about any bullying – the majority of pupils choosing to tell a family member or a member of staff. In primary schools, children voiced a stronger sense that there were more transparent consequences and that something was being done. However, overall a quarter of respondents stated that they were not aware of the consequences/response to reported bullying. The information is informing a review of the Anti-bullying Strategy.

Young Carers

Young people often see their caring role as a positive experience. However, when they are required to take on too many caring responsibilities, or carry out caring roles that are not appropriate, there can be limiting or adverse effects on their health and overall well-being.

Working in partnership with our colleagues at PKAVS and the Health and Social Care Partnership (HSCP), we work with the Young Carer and the person they care for, to identify resources which can help to lessen the impact of their caring role to a level which better supports them to achieve their potential.

Working directly with PKAVS staff and Young Carers and their families, the Inclusion Team delivered an outreach event with schools. This resulted in an increase in awareness of support required by Young Carers and therefore an increase of referrals by schools to PKAVS and the support they can offer for children and young people.

Attendance

Children and young people, often with pre-existing additional support needs, can develop anxieties around school attendance which require careful amelioration and consistent, skilled partnership working, particularly with parents. Work has taken part across this session to improve responses to emotionally based school absence, raising awareness of the need for early intervention and developing confidence in key staff in assessing and responding to the needs of target pupils. Pilot feedback will be reviewed to roll out the work next session.

Safe and Protected

Our children and young people will be safe and protected from harm at home, school and in the community. Our communities will be safe and we will act to prevent and reduce crime and anti-social behaviour.

Our approaches to protecting vulnerable children and young people are integrated and focused on early identification, and immediate and effective intervention to remove and reduce the risk of significant harm.

Performance Summary for 2019/20

Services to protect children

The ninth annual “Getting it Right...Keeping Your Child Safe” event, focusing on online risks for children and young people, took place at Perth Playhouse and attracted an audience of around 550 delegates, comprising of both parents and professionals from across Tayside and beyond. The event was very positively evaluated with 96% of delegates reporting after the session that their knowledge was improved or much improved. All of the presentations were rated by over 75% of delegates as very good or excellent; one of the presentations was rated as excellent by 80% of delegates.

Assessments

In 2019, all assessments going to Child Protection Case Conferences and Assessment Reports for Children’s Hearing were reviewed and feedback provided to social worker and Team Leaders. For a period of 3 months panel members reviewed each report and provided feedback to the Service. This exercise has now been rolled out across other local authorities. Report writing training was completed for the whole service, and this will be offered again next year.

Tackling domestic abuse

Currently, we have 6 social workers and 3 senior practitioners trained in assessment and delivery of the Caledonian System and the Respect programme (for those who meet the criteria for the Caledonian System but require one-to-one input). A further 3 social workers have now successfully completed the screening process and will go on to complete Caledonian training.

All domestic aggravated Criminal Justice Social Work Report requests in Perth and Kinross are now assessed for Caledonian programme suitability using the SARAv3 risk assessment tool. Two PKC social workers continue to be seconded to jointly deliver – with colleagues in Dundee – the groupwork part of the Caledonian System.

Caledonian Women’s Workers continue to support partners/ex partners of men who are undertaking the men’s Caledonian Programme. In addition, they are involved in the risk assessment process and offering direct support to partners/ex partners at the pre-sentencing stage.

There has been progress in the discussions with prison based social workers at HMP Castle Huntly, the Scottish Prison Service and the Caledonian National Co-ordinator about delivering preparatory work with prisoners deemed suitable for the Caledonian System prior to their release from custody.

Criminal Justice Social Work Services (CJSW)

Initial work utilising the Care Inspectorate's guidance and framework on self-evaluation was carried out. Utilising the case file audit tools from the Care Inspectorate, internal audits were carried out on clients subject to Community Payback Orders which was useful in benchmarking practice and identifying areas for improvement.

Following the transfer of CJSW services to Education and Children's Services, a revised set of governance arrangements for CJSW was approved by the Council's Executive Officer Team and implemented from January 2020. These new arrangements cover four key areas of CJSW business:

- Business management and improvement.
- Community Justice Annual Report.
- Community Payback Annual Report.
- The MAPPA Annual Report.

The new arrangements will see CJSW business reported on a regular basis to ECS senior management team and elected members via Council Committees. This will enable ECS to develop an integrated and comprehensive approach to its strategic service planning and allow for scrutiny, challenge and quality assurance monitoring from senior managers, partners and elected members.

Presumption against short sentences

The extension of the presumption against short-term prison sentences, to sentences of less than 12 months, was introduced in June 2019. This means that a court should not pass a sentence of imprisonment of 12 months or less unless it considers no other sentence is appropriate. As a result of this, it was expected that the number of community-based disposals, mainly Community Payback Orders (CPOs), would increase.

In response to this, CJSW services carried out a review of current service provision and modelled what the impact of the projected increase in new CPOs on resourcing requirements would be. Across both teams responsible for managing CPOs, it was shown that there exists sufficient capacity to successfully manage any increases in these Orders. While it may take a number of months for the full effects of the introduction of the extension of the presumption against short term sentences to be known, data for 2019-20 showed that there were 347 new CPOs, an additional 25 CPOs when compared with the previous year's total of 322. This increase resulted in no resourcing issues for the CJSW service.

3. ORGANISED TO DELIVER

Governance and Management Structure of the Service

Education & Children's Services Senior Management Team (SMT) is responsible for providing strategic leadership and direction for the work of Education and Children's Services. SMT comprises of:

- Sheena Devlin, Executive Director (Education and Children's Services)
- Jacquie Pepper, Depute Director & Chief Social Work Officer
- Sharon Johnston, Interim Head of Education
- Hazel Robertson, Head of Services for Children, Young People & Families
- Greg Boland, Senior Business and Resources Manager

The service's *management structure* is detailed on the PKC website.

Customer Focus and Community Engagement

In the Blairgowrie local management group there have been a number of Parent Engagement sessions for English as an Additional Language (EAL) parents. In addition, in five of the Primary schools, a 'Language of the Month' project was implemented to encourage interest in Community Language and an EAL blog was also launched with information for both Parents/Carers and staff.

Preparing our People for the Future

In-service programmes for school staff included delivery of a total of 32 workshops over 2 days in November and February, including a range of workshops for Pupil Support Assistants such as 'Precision Teaching in Literacy', 'The Importance of Enhancing Playtimes' and 'Using DASH to report an incident – how, why and what next?'. All were delivered over the two dates by members of the Inclusion Team, Educational Psychologists, specialist teachers and Allied Health Professionals.

In addition, a range of bespoke training was delivered in several schools, covering:

- Effective ASN planning and meetings.
- Outcome based planning.
- ASD/ADHD – simplifying the complexities.
- Lego Therapy.
- An introduction to managing behaviours that challenge.

Partnership Working

From August 2019, an extensive workforce development programme was initiated by the Tayside Collaborative, with PKC leadership, to enhance the knowledge and skills of practitioners working with families with children in their early years. This involved delivery of the Solihull Approach foundation programme which brings together a range of good practice approaches that aid child development and encourage positive behaviours. It helps practitioners to address emotional problems in a different way and build greater confidence in their own skills and practice so that they have greater impact in their interactions with

parents and children. By March 2020, 271 practitioners from Education, Services for Children, Young People and Families, Health and partner organisations had completed the training and a further 19 had trained as trainers to deliver further training.

Within the Tayside Collaborative development of a Mental Health Strategy, local partnership working has included work on a local mental health pathway with key wellbeing messages and a collation of resources for young people. Following on from the Scottish Government's announcement of 'Counselling in Schools' funding, collaboration has centred on a Tayside-wide approach to support the Mental Health Strategy and local partnership working has proceeded with third sector partners and will be enhanced by a multi-agency steering group.

Performance, Self Evaluation and Risk Management

Inspection results from the Care Inspectorate for services providing Day Care for children, such as nurseries, playgroups, wrap-around care and afterschool clubs, have remained high, with services being rated as Good or better in 81% of settings for the quality of Care and Support they provide, 73% for the quality of Staffing, 84% for the quality of the Environment, and 47% for the quality of Leadership and Management. Inspection results from nurseries inspected by Education Scotland continue to be very positive. During academic session 2019/20, two centres have been inspected. Of the 6 quality indicators inspected, all received evaluations of 'Good' or above.

Inspection results from schools within Perth & Kinross inspected by Education Scotland also continue to be very positive. During academic session 2019/20, four primary schools and one secondary school were inspected. For primary schools, of the 6 quality indicators inspected, almost all received evaluations of 'Good' or above. In most inspection reports for primary schools, partnership working with parents and agencies impacting on improved learning experiences of children was highlighted as a strength. The Headteacher of Inchtute Primary School was commended for leading her team to ensure that wellbeing is at the heart of the school and a child-centred approach is taken in all aspects of school life. Any areas for improvement identified during an inspection are addressed through a school action plan, developed in consultation with the Quality Improvement Officer and shared with the school community.

In the inspection of Perth Grammar School in November 2019, the enhanced provision was noted as a strength of the school for providing high levels of targeted support for young people with more significant additional support needs.

Education and Children's Services strategic risks are outlined below.

Strategic Objective	Service Risk	Residual Risk			
		Impact	Probability	Score	
All objectives	The pace, scale and expectations of change become increasingly outwith our control.	3	2	6	
All objectives	The responsibility for leading on partnership working and commissioned services is not equally shared.	4	3	12	
All objectives	Systems, information and data are not fit for purpose to support modern working practices.	3	3	9	
All objectives	Additional legislative responsibilities are underfunded.	4	3	12	
All objectives	We fail to deliver on expected budget savings.	5	4	20	
All objectives	We fail to fulfil all statutory duties (current and new).	3	3	9	
Learning and Attainment	We fail to meet the requirements of the National Improvement Framework.	4	3	12	
KEY					
Impact:	1 - Insignificant	2 - Minor	3 – Moderate	4 – Major	5 – Critical
Probability:	1 – Rare	2 – Unlikely	3 – Possible	4 – Likely	5 – Almost Certain

4. KEY PERFORMANCE INDICATORS

The following section provides a performance update on key performance indicators for 2019/20. The data provided covers the year to 31 March 2020.

Pre-birth and Early Learning							
Indicator	Performance			Targets			
	2017/18	2018/19	2019/20	2019/20	2020/21	2021/22	2022/23
The proportion of children starting P1 who meet all expected development milestones #	81%	81%	-	85%	+2%	+2%	+2%
The target of 85% is being met in the higher (least deprived) SIMD quintile 5, however, 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.							

Note that indicators in the Learning and Attainment section are based on the academic year from August to July and so are only available up to 2018/19.

Learning and Attainment							
Indicator	Performance			Targets			
	2016/17	2017/18	2018/19	2018/19	2019/20	2020/21	2021/22
Percentage of pupils (P1, P4 & P7 combined) achieving expected levels in:							
Literacy #	71%	76%	76%	77%	<i>Comparator authority average</i>		
Numeracy #	68%	74%	73%	75%	<i>Comparator authority average</i>		
Percentage gap between pupils achieving expected levels between ACORN¹ 1 and ACORN 4/5:							
Literacy #	27%	18%	19%	17%	9%	8%	7%
Numeracy #	27%	16%	19%	15%	9%	8%	7%
These indicators measure both excellence - raising overall performance for all, and equity – narrowing the poverty-related gap. Steady progress in levels achieved is shown across all stages and areas, and there are early signs of some progress in closing the poverty-related gap. Literacy and numeracy strategies have been established to support improvement in key areas.							
School leavers achieving 5 or more SQA subjects at SCQF level 5 #	62%	66%	64%	66%	<i>Exceed virtual comparator</i>		
School leavers achieving 5 or more SQA subjects at SCQF level 6 #	35%	36%	37%	39%	<i>Exceed virtual comparator</i>		
Results for SCQF level 5 remain high, and above the Virtual Comparator. Results for SCQF level 6 are generally increasing, but have fallen slightly behind the Virtual Comparator.							
Tariff scores:							

¹ ACORN is a small-area classification used in P&K alongside or in place of SIMD to understand communities and households.

Learning and Attainment

Indicator	Performance			Targets			
	2016/17	2017/18	2018/19	2018/19	2019/20	2020/21	2021/22
Lowest 20%	159	173	161	153	<i>Exceed virtual comparator</i>		
Middle 60%	868	892	853	857	<i>Exceed virtual comparator</i>		
Highest 20%	1867	1921	1916	1871	<i>Exceed virtual comparator</i>		
Overall the average tariff points have remained relatively steady, and are generally higher than the authority's virtual comparator.							
School leavers achieving Literacy and Numeracy at SCQF Level 4 [#]	86%	90%	89%	90%	<i>Exceed virtual comparator</i>		
Looked After school leavers achieving Literacy and Numeracy at SCQF Level 4 [#]	71%	75%	63%	69%	<i>Exceed virtual comparator</i>		
Reflecting improvements seen in CfE levels, the literacy and numeracy qualifications achieved by school leavers is generally increasing. Care should be taken when interpreting measures for Looked After Children due to the small numbers involved. Performance is lower than the whole leavers cohort, but in line with and slightly above the virtual comparator.							
% Attendance for Primary School pupils [#]		95%	95%	96%	95%	95.5%	96%
% Attendance for Secondary School pupils [#]		91%	91%	92%	92%	92.5%	93%
Exclusion incidents per 1,000 Primary pupils [#]	9.3	5.8	7.6	TBC	TBC	TBC	TBC
Exclusion incidents per 1,000 Secondary pupils [#]	46.1	44.9	55.4	TBC	TBC	TBC	TBC
Overall attendance in secondary is steady although primary attendance has fallen slightly over recent years. The number of exclusions from school continues to reduce in both primary and secondary.							
% of school leavers moving onto positive destinations [#]	94.5%	96.2%	97.5%	97%	97%	97%	98%
The proportion of young people entering positive destination on leaving school has been generally improving, and is also largely maintained in the follow-up survey.							
Participation measure for 16-19 year olds (NOTE : FINANCIAL YEAR, NOT ACADEMIC)	93%	94%	93%	92%	93.5%	94%	94.5%
The participation measure reports on the activity of the wider 16-19 year old cohort, including those at school. Once again, Perth and Kinross is performing above the national average (92%), and is doing so in every individual age group as well as overall.							

Indicator	Performance			Targets			
	2017/18	2018/19	2019/20	2019/20	2020/21	2021/22	2022/23
Number of young people achieving awards	650	471	442	600	600	600	600
<ul style="list-style-type: none"> • <u>Duke of Edinburgh</u>: 1348 participants achieving 360 awards • <u>Youth Achievement</u>: 7 awards • <u>Dynamic Youth</u>: 56 awards • <u>Hi5</u>: 19 awards. <p>The numbers of awards reflects the nature of the service, as it now has targeted early interventions rather than attendance at universal youth provision. Duke of Edinburgh figures have dropped due to the expedition season being cancelled because of the COVID-19 situation.</p>							

Looked After Children, Care Leavers and Young Carers

Indicator	Performance			Targets			
	2017/18	2018/19	2019/20	2019/20	2020/21	2021/22	2022/23
% Looked After Children with more than 1 placement in the last year (Aug-July) #	24%	31%	29% (Mar 2020)	20%	20%	20%	20%
<p>New Indicator Out of 269 children and young people who were looked after and accommodated on 31 March 2020, 77 had more than one placement in the previous year. Of the children and young people who experienced placement moves, almost half (35) did so to return to their family. This approach allows children to be with their family with the added safety of legal order.</p>							
% of looked after reviews (accommodated children) which are held within statutory timescales	75%	87%	82%	95%	95%	95%	95%
<p>During the 2019/20 reporting year 360 looked after children reviews took place. Most reviews took place on time (82%) however, 64 reviews were delayed. To help improve the performance, the service is piloting a new approach to the reviewing timescales. The supplementary 72-hour review has been withdrawn allowing professionals to prioritise the statutory reviews.</p>							
% of children with an approved permanence plan within 4 months of the decision to recommend for permanence	35%	56%	39%	85%	85%	85%	85%
<p>Of the 18 young people considered at Fostering and Permanence Panel within the reporting year, 7 were considered within 4 months from the Looked After Review which recommended permanent alternative care. Care should be taken when interpreting measures due to the very small cohort.</p>							
% of children approved for permanence and who have been accommodated less than 12 months	63%	67%	61%	85%	85%	85%	85%
<p>The majority of children who were approved for permanence had been accommodated for less than 12 months. The children who were accommodated for 12 months or more consisted of four family groups. Care should be taken when interpreting measures due to the very small cohort.</p>							
Balance of care for looked after children (LGBF) #	95%	96%	96% (Mar 2020)	90%	90%	90%	90%
<p>On the 31 March 2020, the percentage of children being cared for in the community remained very high at 96%.</p>							
Proportion of Activity Agreement participants progressing onto positive destinations	86%	88%	84%	88%	88%	88%	88%
<p>59 young people left Activity Agreements with 50 going onto positive destinations. With the new No One Left Behind strategy the emphasis is now aiming at the most vulnerable through 12 weeks interventions, recording positive steps to employability and not focusing on the destination.</p>							

Looked After Children, Care Leavers and Young Carers

Indicator	Performance			Targets			
	2017/18	2018/19	2019/20	2019/20	2020/21	2021/22	2022/23
% of Care Leavers in touch with Aftercare services between the ages of 16-25	84%	84%	84%	90%	90%	90%	90%
<p>299 care leavers engaged with Aftercare, out of a total of 354 care leavers. Performance has remained strong over the last three years with the cohort increasing incrementally each year in line with the extension from age 21 to 25 years brought about by the Children and Young People (Scotland) Act 2014.</p>							
% of children/young people in community placement beyond the age of 16	50%	55%	57%	<i>Annual improvement</i>			
<i>Looked After</i>	24	57	70				
<i>Continuing Care</i>	17	23	28				
<p>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.</p>							
% of young people referred to Services for Young People and who engaged with the service	-	88%	78%	<i>Baselining</i>			
<p>This is a new indicator and sets a benchmark. The aim of the indicator is to show how the service is engaging with young people and through other measures we will show the quality of that involvement and the difference this is making to young people.</p>							

Safeguarding and Child Protection

Indicator	Performance			Targets			
	2017/18	2018/19	2019/20	2019/20	2020/21	2021/22	2022/23
% of initial child protection case conferences (ICPCCs) within timescales	76%	45%	71%	85%	90%	92%	92%
<p>During the reporting time period there have been 59 ICPCCs for a total of 106 children and young people. This year's figure is similar to the 2018/19 figure of 62. However, the percentage of ICPCCs taking place within timescales has increased from 45% in 2018/19 to 71% in 2019/20. The majority of ICPCCs now take place within timescales however the target of 85% is yet to be achieved.</p>							
% of Unborn Baby Initial Case Conferences held within timescales	27%	71%	67%	87%	90%	92%	92%
<p>Out of a total of 15 Unborn Baby Case Conferences, 10 were completed on time.</p>							
% of child protection review case conferences within agreed timescales	91%	89%	92%	95%	95%	95%	95%
<p>Out of a total of 145 review case conferences, 133 were completed on time.</p>							
% of children on child protection register over 12 months	12%	8%	12%	TBC	TBC	TBC	TBC
<p>There were 81 children and young people on the register at 31 March 2020. There were 17 fewer children on the register this year compared to last year (census dates).</p> <p>Of the 81 children and young people, 13 (12%) have been on the register for over 12 months. This is a slight increase on the percentage last year (10%).</p>							
Proportion of Young Carers with a completed Young Carers Statement	-	-	30%	<i>Baselining</i>			
<p>The Young Carers Statement (YCS) is an individual assessment of need to determine if support is required and at what level. The YCS should adequately reflect the Young Carers support needs as children first, and ensure that Young Carers have the same access to opportunities which will enhance their ability to achieve their potential in line with their peers.</p> <p>As at 31 March 2020 there were 284 Young Carer's receiving support from PKAVS.</p>							

Creating a safe and sustainable place for future generations

Indicator	Performance			Targets			
	2017/18	2018/19	2019/20	2019/20	2020/21	2021/22	2022/23
Percentage of Criminal Justice Social Work Reports (CJSWR) submitted to court on time	99%	98%	97%	99%	99%	99%	99%
<p>By the end of Quarter 4, 813 out of 839 Criminal Justice Social Work reports had been submitted to court by 12pm the day before the case was due to heard as per Criminal Justice Social Work National Standards. 26 reports were submitted after 12pm. Of these 26 reports, 24 were submitted by 5pm on the day before court with the remaining 2 reports submitted on the day of court owing to social worker illness.</p>							
Number of new Community Payback Orders	391	322	347	400	450	400	400
<p>The largest increase has been in CPOs with a Supervision and no Unpaid Work requirement. These increased by 47% from 53 in 2018-19 to 78 in 2019-20. The presumption against short-term prison sentences of less than 12 months was introduced in the summer of 2019 and it is possible that this may have contributed to the increase in CPOs in 2019-20.</p>							
Percentage of Community Payback Order clients with improving:							
Employment / training / education situation	50%	64%	62%	60%	61%	65%	65%
Views on offending	76%	68%	65%	75%	75%	75%	75%
Attitudes concerning desistance / stopping offending	94%	91%	89%	90%	90%	90%	90%
Engagement with services	91%	91%	91%	90%	90%	90%	90%
<p>Questionnaires distributed to clients at different stages of their Community Payback Orders sought to assess progress in a number of key areas. Analysis of 87 questionnaire responses showed that on all 4 key measures, more than 60% of clients showed improvements.</p>							
Number of job requests for the unpaid work team	329	380	355	350	350	350	350
<p>This figure of 355 requests made to the Unpaid Work Team for work to be done in communities throughout Perth and Kinross is 7% below the figure of for 2018-19.</p> <p>The number of requests continues to highlight both the success of the marketing that the team carries out to highlight its achievements and capability through social media and local press and the implementation of a more efficient system for recording requests. As a result of this, the unpaid work team had to temporarily suspend the receipt of new requests in order to clear a backlog that had developed. Had this suspension not taken place, the number of requests received would have surpassed the total for 2018-19.</p>							

Creating a safe and sustainable place for future generations

Indicator	Performance			Targets			
	2017/18	2018/19	2019/20	2019/20	2020/21	2021/22	2022/23
Average weekly hours worked by clients to complete the unpaid work requirement of Community Payback Orders:							
Level 1 (up to 100 hours)	4.8	4.8	4.6	5.1	5.2	5.5	5.5
Level 2 (101 up to 300 hours)	6.6	6.4	6.2	6.6	6.7	7.0	7.0
2019-20 saw a relatively consistent performance compared to previous years for both Level 1 orders (20 to 100 hours) and Level 2 orders (101 to 300 hours). Extensions of requirements owing to client ill health and the employment commitments of clients contributed to the 2019-20 figure.							

Prisoners receiving a social work induction within 5 days of allocation	58%	60%	TBC	61%	62%	65%	65%
Statutory case closures signed off with 5 working days of release	89%	50%	TBC	82%	83%	85%	85%
Data for these indicators is not yet available due to delays in obtaining information from the Scottish Prison Service.							