

**PERTH AND KINROSS COUNCIL**

**Lifelong Learning Committee - 27 January 2016**  
**Scrutiny Committee – 10 February 2016**

**STANDARDS AND QUALITY REPORT****Report by Director (Education and Children's Services)****PURPOSE OF REPORT**

Education and Children's Services continue to provide services which support better outcomes for people and communities across Perth and Kinross. The Standards and Quality Report reflects on the activities of the Service over the past year and presents an overview of the Service's key strengths and areas for development and/or improvement.

**1 BACKGROUND**

- 1.1 The Standards in Scotland's Schools etc. Act (2000) places a statutory duty on education authorities to report on standards and quality in schools. In line with this, Perth and Kinross Council have published an annual Standards and Quality Report since 1999 and, since 2003, this has been extended to cover all aspects of Education and Children's Services.
- 1.2 Due to the nature of the investment and development made in longer-term programmes and activities aimed at improving outcomes, much of the reported activity in Education and Children's Services is around progress on delivery of these.
- 1.3 The Standards and Quality Report has been collated as part of the Service's approach to self-evaluation, and is a key element of the Council's on-going commitment to public performance reporting.

**2 PROPOSALS**

- 2.1 Education and Children's Services will continue to support the delivery of the Community Plan/Single Outcome Agreement (SOA) by raising achievement for all; supporting vulnerable children and families; improving the quality of life for individuals and communities; and enabling the delivery of high quality public services.
- 2.2 The Standards and Quality Report is an account of some of the diverse work which the Service has delivered over the past year, making a difference to our children, young people, their families and communities.
- 2.3 The Service uses a range of self-evaluation frameworks including:
  - How Good is Our Council?
  - How Good is Our Community Learning and Development 2?
  - How Good is Our School 3?

- How Well Are We Improving the Lives of Children and Young People? (draft published for consultation)
- How Good is Our Culture and Sport?

2.4 In line with these frameworks, the Standards and Quality Report seeks to address:

- the key outcomes we have achieved;
- how well the needs of stakeholders are met;
- how good is our leadership; and
- what is our capacity to improve?

2.5 In summary the Service's key strengths are:

- a commitment to support and protect vulnerable children and families, evidenced by very positive inspection reports;
- a strong culture and ethos of improving outcomes through integrated services and partnership working at all levels;
- well planned, proportionate support and challenge for schools;
- continued improvement in Scottish Qualification Authority (SQA) awards, bringing our performance in line with or above our comparator average in almost all key measures;
- a wide range of opportunities for young people to be recognised for their personal contributions both formally and informally;
- continued good progress with the implementation of Curriculum for Excellence in schools;
- a wide range of both universal and targeted learning opportunities are improving access to learning in all localities; and
- continued delivery of a high quality IT service in the context of a major review of service delivery.

2.6 Education and Children's Services recognise the need to review and develop key service areas to ensure continuous improvement and best value. The report identifies key areas for improvement which will be used to inform the development of the Service's Business Management and Improvement Plan 2015/16:

- improving the developmental outcomes for children and young people through the implementation of the Evidence2Success project and participation in the Early Years Collaborative;
- support vulnerable young people and care leavers through greater integration of services;
- promote and develop teacher learning communities in all schools to facilitate professional learning and development;

- continue implementation of school based curriculum plans for senior phase to include effective implementation of National 4 and 5 qualifications, new higher course and achievement awards;
- implementing the Child Protection Committee Improvement Plan;
- ensuring effective community engagement in the Community Planning process;
- embedding integrated assessment and planning across services;
- continue to enhance provision for secondary pupils with social, emotional and behavioural needs and extend the range and quality of provision for children and young people with autism spectrum (ASD) and other developmental disorders; and
- plan and implement a programme of transformational change subject to Council approval, with consideration of commissioning, community co-production, asset transfer, commercialisation, digital channels and a sustainable school estate.

2.7 Following approval, the full Standards and Quality Report will be published on the Council's website ([www.pkc.gov.uk](http://www.pkc.gov.uk)) as part of Education and Children's Services on-going commitment to report to the public on the performance of the services we provide.

### **3. CONCLUSION AND RECOMMENDATIONS**

3.1 Education and Children's Services has a clear focus on supporting the best possible outcomes for our service users, and areas identified for improvement will be used to inform the development of the Service's Business Management and Improvement Plan 2016/17.

3.2 It is recommended that the Lifelong Learning Committee:

- (i) Considers, comments on and accepts the Education and Children's Services Standards and Quality Report 2014/15 (Appendix 1); and
- (ii) Agrees that it is made available on the Council's website to staff, parents, carers, Parent Councils, external agencies and the wider community in Perth and Kinross.

3.3 It is recommended that the Scrutiny Committee:

- (i) Scrutinises and comments as appropriate on the Education and Children's Services Standards and Quality Report 2014/15 (Appendix 1).

**Author(s)**

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## 1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

| <b>Strategic Implications</b>                       | <b>Yes / None</b> |
|---|-------------------|
| Community Plan / Single Outcome Agreement           | <b>Yes</b>        |
| Corporate Plan                                      | <b>Yes</b>        |
| <b>Resource Implications</b>                        |                   |
| Financial   | <b>Yes</b>        |
| Workforce   | <b>Yes</b>        |
| Asset Management (land, property, IST)              | <b>No</b>         |
| <b>Assessments</b>                                  |                   |
| Equality Impact Assessment                          | <b>N/A</b>        |
| Strategic Environmental Assessment                  | <b>N/A</b>        |
| Sustainability (community, economic, environmental) | <b>N/A</b>        |
| Legal and Governance                                | <b>N/A</b>        |
| Risk  | <b>Yes</b>        |
| <b>Consultation</b>                                 |                   |
| Internal  | <b>Yes</b>        |
| External  | <b>N/A</b>        |
| <b>Communication</b>                                |                   |
| Communications Plan                                 | <b>N/A</b>        |

### 1. Strategic Implications

#### Community Plan / Single Outcome Agreement

- 1.1 The proposals relate to the delivery of the Perth and Kinross Community Plan / Single Outcome Agreement through Objective No 2: Developing educated, responsible and informed citizens.

#### Corporate Plan

- 1.2 The Perth and Kinross Community Plan 2013-2023 and Perth and Kinross Council Corporate Plan 2013/2018 set out five strategic objectives:

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

This report relates to Objective No. (ii)

- 1.3 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area: Maximising Resources.

### 2. Resource Implications

N/A

### **3. Assessments**

#### Equality Impact Assessment

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties. Proposals have been considered under the Corporate Equalities Impact Assessment process (EqIA) and assessed as **not relevant** for the purposes of EqIA.

#### Strategic Environmental Assessment

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals. However, no action is required as the Act does not apply to the matters presented in this report.

#### Sustainability

- 3.3 N/A

#### Legal and Governance

- 3.4 N/A

#### Risk

- 3.5 N/A

### **4. Consultation**

#### Internal

- 4.1 Managers and Heads of Service within Education and Children's Services have been consulted in the preparation of this report.

#### External

- 4.2 N/A

### **5. Communication**

- 5.1 Report will be published on Council website.

### **2. BACKGROUND PAPERS**

N/A

### **3. APPENDICES**

Appendix 1: Education and Children's Services Standards and Quality Report 2014/15.



# **Education and Children's Services**

## **Standards and Quality Report**

### **2014/15**

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Education and Children's Services would be happy to receive your comments on the Standards and Quality Report 2014/15. Please email [ECSGeneralEnquiries@pkc.gov.uk](mailto:ECSGeneralEnquiries@pkc.gov.uk)



# Foreword

## Welcome to our Standards and Quality Report 2014/15

Education and Children's Services provide services which support better outcomes for people and communities across Perth and Kinross. We are focused on delivering outcomes in line with GIRFEC<sup>1</sup>, providing high quality, integrated services and delivering sustainable improvement.

Our Standards and Quality Report is an opportunity to reflect on how we are continuing to deliver national and local outcomes and making a difference to learners, participants, service users, families and communities.

We continue to **support vulnerable children and families**. The demand for services is growing and we work closely with our partners to address vulnerability and need, minimise risk and improve the life chances of children and young people. Children, young people and families are listened to, understood and respected. We strive to provide the help they need, when they need it and for as long as they need it. We continue to promote early intervention in line with our work on Evidence2Success and the Early Years Collaborative. Priorities are identified and driven forward through the Integrated Children's Services Plan 2013 – 2018 and reflected in our **Children & Families' Services Strategy**. We continue to progress the priority actions within the strategy to support better outcomes for children, young people and families.

**Raising achievement for all** continues to be a key priority. Levels of attainment across Perth and Kinross continue to improve and this year's SQA<sup>2</sup> results were among the best ever for S4-S6. We continue to make good progress in raising levels of attainment in literacy and numeracy; indicators show a sustained improvement on previous

academic year figures. This year saw the second year of the new national qualifications being successfully delivered in all of our secondary schools. The revised School Improvement Framework and associated support and challenge have led to improving evaluations in almost all schools during external inspection.

**Improving the quality of life** for people and communities is central to our aims. In 2014/15, we have invested in wi-fi in all libraries and also in the mobile library service. We continue to invest in new technology, online services in libraries as well as securing funding to refurbish our museums and galleries. We offer a wide range of learning opportunities for young people, adults, families and communities which support people into work and develop confident, active citizens.

As with all councils, we face many challenges. Through our Corporate IT Services and our Service Change and Improvement team we provide significant support to **enable the delivery of high quality public services** and ensure that we can successfully address both the challenges and opportunities ahead. The implementation of our transformational change projects continues to improve the service we deliver.

We remain committed to achieving 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.

**Councillor Bob Band**  
*Convener, Lifelong Learning Committee*

**John Fyffe**  
*Senior Depute Chief Executive, ECS  
(Equality, Community Planning and Public Service Reform)*

<sup>1</sup> Getting it Right for Every Child is a national programme to improve outcomes for all children.

<sup>2</sup> Scottish Qualifications Authority

# Executive Summary

This section of the report provides a summary of the contribution Education and Children's Services has made to the Council's Strategic Objectives and how the Service will improve.

Education and Children's Services provide a range of services which make a positive difference to our learners, participants, service users, families and communities. This Standards and Quality Report sets out a review of the contribution Education and Children's Services have made to the Council's Strategic Objectives through the delivery of positive outcomes and support for individuals and communities. The report also addresses how the Service will improve. This report covers the academic year August 2014 to July 2015. Following this period, Perth and Kinross Council, including Education and Children's Services introduced some changes in management structure, which will be reflected in future reports.

In summary:

## Giving every child the best start in life

- Positive inspection reports show high standards across social work and care services to support and protect vulnerable children and families.
- We maintain a focus on prevention and early intervention through enhancing access to universal services and targeted support as required.
- Our commitment to giving every child the best start in life is demonstrated through the delivery of the Early Years Strategy, our engagement with the Early Years Collaborative (EYC) and the work we are progressing through Evidence2Success (E2S). We have extended the number of hours of Early Learning and Childcare for all 3-5 year olds, and for defined groups of 2 year olds.

## Developing educated, responsible and informed citizens

- We continue to provide proportionate support and challenge to schools through the School Improvement Framework, leading to almost all schools receiving positive evaluations in external inspection.

- We are building on our positive progress in raising attainment for all and reducing inequalities, whilst broadening the range of planned opportunities for all children and young people throughout their education.
- The 2014/15 SQA results were among the best ever and demonstrate that we continue to make very good progress in raising the attainment of pupils in Perth and Kinross.
- Through the Perth and Kinross Guarantee we continue to offer a range of approaches which help develop skills for learning, life and work.

## Promoting a prosperous, inclusive and sustainable economy

- We are investing in our cultural venues and programmes. Local creative industries are being supported as a vital part of the local economy and to increase access to arts and culture for all.

## Supporting people to lead independent, healthy and active lives

- We deliver a broad range of activities which help children, young people and families make positive choices in relation to their health and wellbeing.
- Participation in sport and active recreation is very good and increasing in key areas.

## Creating a safe and sustainable place for future generations

- We are good at delivering the necessary support to build capacity in local communities. The success of community-led organisations is evidenced by increased levels of community income generation and volunteering.
- We continually strive to improve the accessibility of our services through enhancements to our properties and investment in technology.

Education and Children's Services have continued to gain recognition for a range of services provided and remain committed to sharing good practice.

Section One of the Standards and Quality Report sets out some of the challenges and opportunities presented by a reduction in resources, changing demographics and emerging trends of need. Within this context we continue to embrace an ambitious improvement programme. This is set out in the Service's Business Management and Improvement Plan 2015/16. Key improvement actions include:

- Improve the developmental outcomes for children and young people through the implementation of the Evidence2Success project and participation in the Early Years Collaborative
- Implement the Child Protection Committee Improvement Plan.
- Extend the range and quality of provision for children and young people with autism spectrum (ASD) and other developmental disorders
- Improve support to those children identified as having enduring and complex disabilities for transition and independence.
- Provide increased choice and opportunity for young people through the development of Perth City Campus incorporating a virtual learning environment.
- Develop consistent multi-agency approaches to creating a Child's Plan.
- Support vulnerable young children and care leavers through greater integration of services.
- Improve workforce planning through the implementation of the Service Workforce Plan.
- Provide opportunities for employees to learn from different perspectives and possibilities, to be challenged and to be inspired to put new ways of thinking and working into practice.
- Promote and develop teacher learning communities in all schools to facilitate professional learning and development.

- Ensuring effective community engagement in the Community Planning process.
- Undertake Key reviews to support implementation of locality working within policy parameters agreed by Council in October 2013.
- Plan and implement a programme of transformational change subject to Council approval, with consideration of commissioning, community co-production, asset transfer, commercialisation, digital channels and a sustainable school estate.

*Full details of the improvement actions can be found in the **Education and Children's Services Business Management and Improvement Plan 2015/16.***



# Education and Children's Services

Our vision is of a confident ambitious Perth and Kinross to which everyone can contribute and in which all can share.

Education and Children's Services has a key role in supporting the delivery of the Council's strategic objectives.

Perth and Kinross Community Plan 2013 – 2023 The Council's Corporate Plan 2013-18 sets out five strategic objectives:

- 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

Supporting the delivery of these objectives, Education and Children's Services' Statement of Intent and Policy Framework set out four key priorities:

- supporting and protecting vulnerable children and families
- raising achievement for all
- improving the quality of life for individuals and communities
- enabling the delivery of high quality public services.

The Education and Children's Services Business Management and Improvement Plan (BMIP) sets out the key actions which will be delivered by the Service to contribute to the delivery of the Council's strategic objectives. Our Standards and Quality Report is an opportunity to reflect on how we are making a difference to learners, participants, service users, families and communities. In this, it seeks to address:

- How well we deliver on outcomes and support individuals and communities
- How well we improve the quality of our work.

Our on-going focus is to ensure that children and young people are safe, healthy, achieving, nurtured, active, respected and respectful, responsible and included. Key to this is that they receive the help they need, when they need it.

In line with both the Scottish Government Programme for Government and the Government's Public Sector Reform Programme, our clear focus is on prevention and early intervention. This is demonstrated through our commitment to achieving the aims of our Early Years Strategy and our approach to implementing the principles of GIRFEC<sup>3</sup>. We are also well placed to meet all statutory duties placed on Local Authorities arising from the Children and Young People (Scotland) Act.

Partnership working continues to underpin the delivery of our services. This is in line with the Scottish Government's increasing expectations for Community Planning Partnerships to work together collaboratively to improve outcomes. We also recognise the importance of making connections across services and the contribution of our services to a wide range of outcomes.

The Community Empowerment Bill aims to strengthen community participation, unlock enterprising community development and renew communities. It also sets a clear agenda for us to build on our experience of working with communities to support them to achieve their own goals and aspirations through taking independent action and by having their voices heard in the decisions that affect their area.

Personalisation, inclusion and engagement are driving the shape of all public services, and the Service recognises the need to engage more closely with individuals of all ages, families and communities and to work in new ways with other parts of the public sector to improve services, examples of this are included later in this report.

<sup>3</sup> Getting it Right for Every Child is a national programme to improve outcomes for all children



Curriculum for Excellence (CfE) sets us the challenge of helping all children and young people develop the skills and attributes required to enable them to become successful, responsible and effective citizens. This is the third year we are reporting on progress in relation to Broad General Education at S3. Our continuing focus for secondary schools is the effective implementation of the new National 4 and 5 qualifications and the New Higher, and to build on our success in raising attainment whilst broadening the range of planned opportunities for achievement for all our pupils and young people. In primary schools, the focus is on improvement in the key areas of literacy and numeracy.

Through an ambitious Improvement Plan we continue to plan for, and respond to, the challenges and opportunities presented by a reduction in resources, changing demographics and trends in need and new legislation, including welfare reform. Key to this will be how we ensure that we have the right people in place to deliver changing services.

**Demographics:** The estimated population of Perth and Kinross in 2014 was 148,880; an increase of 0.8% from 2013<sup>4</sup>, and this growth is projected to continue. Although it is the 75+ age group which is projected to increase most in size, the population aged under 16 is also projected to increase significantly over the next twenty five years<sup>5</sup>. In the 2015 pupil census there were 7,494 secondary pupils and 10,265 primary pupils attending Perth and Kinross Council schools, an increase of 71 on the previous year. It is anticipated that population growth will continue to place increasing demands on our services, particularly in matching provision to areas of growth.

The population of Perth and Kinross is spread across a large geographical area. Providing access to essential services to a dispersed population over a large geographic area presents particular challenges. For example, primary school sizes vary significantly. Ten primary schools have

fewer than 20 pupils whilst two have over 400 pupils<sup>6</sup>.

Narrowing the inequality gap and supporting community capacity is a key challenge for the Council and our partners to ensure we address social deprivation where it exists in localities.

Supporting and protecting vulnerable children and adults is our most important responsibility and we work closely with other public agencies and the voluntary sector to ensure that effective measures are in place. Recent trends suggest that levels of need are increasing.

The overall number of Looked After Children has increased by 3.7% on last year to 255 in 2015. The number of children placed on the Child Protection Register during the year has increased from 103 in 2013/14 to 128 in 2014/15. The Toxic Trio (children affected by parental substance use; mental ill health; and domestic abuse) continues to be the major area of concern and risk to children (including those who are not yet born) and young people in Perth & Kinross. Child Concern Reports are screened through our Multi Agency Screening Group and any specific concerns around substance misuse are taken forward by the Children Affected by Parental Substance Misuse Operational Group.

**Delivery:** We deliver services in a range of ways through schools, community learning centres, family centres, libraries and museums. In addition, we commission provision through service level agreements, contracts, partnerships and agreements with other providers, agencies and services.

The Council is responsible for 10 secondary schools, 75 primary, one special school (nursery, primary and secondary) and one pre-school centre. We also provide services through one Neighbourhood Centre at Fairfield, a Community Learning Centre in Letham and the Learning Curve Literacies Centre in AK Bell. Our six community campuses offer gyms, fitness classes and sports facilities, meeting and conference venues, libraries and catering services. In addition to four campus libraries, the Service operates a further nine libraries as well as

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<sup>4</sup> Source: 2011 Census

<sup>5</sup> Source: <http://www.nrscotland.gov.uk/statistics-and-data/statistics>

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<sup>6</sup> Source: 2015 Pupil Census

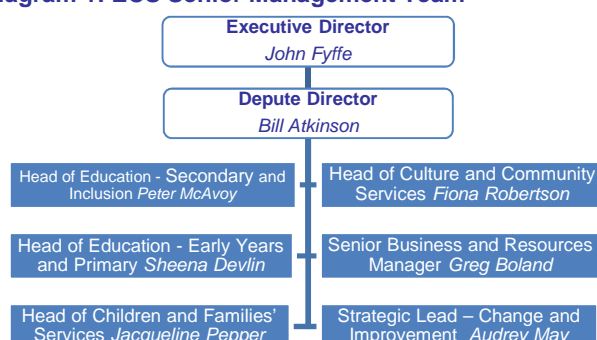
Perth Museum and Art Gallery, the Fergusson Art Gallery and Alyth Museum.

Almondbank House provides a facility for integrated support to vulnerable children and their families. This includes an education provision for primary children with complex social, emotional and behavioural difficulties. Within the Almondbank campus the Cottages provide residential childcare. *Navigate* at George Inn Lane provides an education and support service for young people between 12 and 16 years working in partnership with Perth and Kinross secondary schools.

Both @Scott Street and Woodlea Cottage opened in 2010. @Scott Street offers young people a modern facility and a single access point to services. Woodlea Cottage provides integrated respite care for young people with complex, multiple and enduring needs. Over the last 2 years this service has undergone redesign and now provides a wide range of support for families on an outreach basis which has allowed more children to be cared for within their own family, and to be educated and included within their local community.

The management of the Service is organised into six service delivery areas each led by a senior officer who provides the strategic leadership in their area of Service. Together with the Executive and Depute Directors they form the Service's Senior Management Team. As a collective the Senior Management Team has a clear focus on integrated working.

**Diagram 1: ECS Senior Management Team<sup>7</sup>**



<sup>7</sup> A revised management structure was implemented on 01 October 2015

**Our Delivery Principles:** The four pillars of reform lie at the heart of our approach with a focus on early intervention and prevention, investment in people, local integration and partnership and continued performance improvement.

**Place:** We will continue to work collaboratively with colleagues across Perth and Kinross Council and partner organisations to deliver tangible improvement in outcomes and reduce inequalities. We also recognise that we need to support communities to achieve their own goals and aspirations. This will be delivered by increasing the move towards locality working based on robust knowledge and understanding of community assets.

**Prevention:** The benefits of early intervention and prevention are clearly evidenced and well understood across the Service at all levels. Our focus is on the effective implementation of our developing ideas to deliver positive outcomes and make improvement happen faster.

**People:** We already have a strong culture and ethos of improving outcomes through integrated and partnership working at all levels. We will continue to build on this and we will continue to support employees to develop integrated professional practice. We will also continue to provide strong leadership of improvement and change and promote the development of leadership skills across and throughout all levels of the Service.

**Performance:** We recognise the continued need to develop outcome based approaches and ensure that the performance information we collect will support our focus on place, outcomes and enhancing service delivery. The Early Years Collaborative and the Evidence2Success project provide an opportunity to take a more systematic and collaborative approach to performance improvement. We further intend to embed the use of performance information at all levels to evidence impact and inform effective improvement, making better use of available research and evidence to drive our plans, practices and spend.

## Giving Every Child the Best Start in Life

Improving outcomes for children and young people is the core business of Education and Children's Services. Our continued focus is to ensure that children receive appropriate support to meet their needs.

**This section sets out the progress Education and Children's Services has made in delivering outcomes and supporting individuals and communities under the objective: *Giving Every Child the Best Start in Life*.**

**We continue to receive positive inspection reports evidencing our commitment to support and protect vulnerable children and families.**

We have received very positive inspection reports for our Day Care services with ratings of good or very good in almost all quality indicators.

*The service had excellent ways of involving parents and children in assessing and developing the service.*

Care Inspectorate Inspection of Fairview School Nursery, November 2014

This year we received another very positive Care Inspectorate report on Woodlea Cottage, which provides planned residential respite care at weekends and planned programmes of living away from home for young people with complex, multiple and enduring needs to help them gain independence skills and experiences. The inspection rated the provision at Woodlea as *very good* on all four key quality indicators.

*This is an impressive, high quality service with strong leadership and a clear focus on effective quality assurance and continuous improvement.*

Care Inspectorate Inspection of Woodlea Cottage, January 2015

An inspection of The Cottages at Almondbank House was undertaken in September 2014. The Cottages provide emergency or respite residential care and support for children and young people. The inspection rated the provision as *very good* on all four key quality indicators, an improvement on the previous inspection report.

*The Cottages provides a safe, comfortable and homely environment in which children and young people are well-supported by a skilled and experienced staff team. Through careful care planning, the service provides children and young people with care which is responsive to their individual needs.*

Care Inspectorate Inspection of The Cottages Cottage, September 2014

Wellbank House was inspected in May 2015. The service provides a short term period of proactive residential work to support a move to independence for homeless young people between the ages of 16 and 24. The quality of staffing and the quality of management and leadership were rated as *very good*, while the quality of care and support was rated as *excellent* - the highest possible rating.

*Wellbank provides much valued and effective support to young people, helping them to develop the skills they need to manage their own tenancy and to lead a more independent life when they move on.*

Care Inspectorate Inspection of Wellbank House, May 2015

We have also received very positive inspection reports for our Fostering and Adoption services with ratings of good or very good in all quality indicators. We continue to provide alternative permanent care arrangements for children, particularly in early years.

The outcome of inspections and progress with all recommendations are regularly reported to the Executive Sub Committee of the Lifelong Learning Committee.

**Our continued focus is on prevention and early intervention through enhancing access to universal services and targeted support.**

We continue our work to minimise harm to children and young people and to take action immediately, where necessary, and provide support as quickly as possible.

Close partnership working between colleagues in Education, Children and Families Services, NHS Tayside and Police Scotland as part of the Multi Agency Screening Group (MASG) process enables early discussion of concerns that arise, with decisions actioned quickly and information shared, to enable appropriate supports to be put in place and informed decisions made by staff in schools. There has been ongoing evaluation and refinement; a MASG Review resulted in an improvement plan involving all agencies, focused on refining processes and enhancing the impact of appropriate support for children and young people referred in a police Child Concern Report.

Those undertaking the role of Named Persons in schools report that as the result of their involvement with MASG, they are better able to make informed judgements about children & families. Attendance of an education representative at the police-led Multi Agency Risk Assessment Conference (MARAC) meeting, which discusses referrals related to high risk victims of domestic abuse, has enabled schools to provide valuable information, and receive important feedback regarding any safety issues for children and families. As a result staff are able to better support families and this demonstrates how schools play an important role in the protection of vulnerable children and young people.

This has been a very demanding and challenging year for the Child Protection Committee. Working against a backdrop of changing demographics, financial challenges, organisational and transformational change, service redesign, increasing demands and new

legislation we have continued to deliver our services to protect children and young people effectively and efficiently. We have taken forward a key theme to build our child protection community and to develop our community approach to self-evaluation. Together, we are supporting a partnership zero-tolerance approach to abuse and exploitation.

This year there has been a 6% increase in Child Concern Reports received by the Council. The majority of these reports, as in previous years, were submitted by Police Scotland. These reports can reflect repeated concerns for the same children. However, the increase indicates that the greater awareness raising and improved partnership working are having a positive impact on identifying where children may be vulnerable so that action can be taken.

[Further information: Child Protection Committee Standards and Quality Report 2014/15](#)

**Our commitment to giving every child the best start in life is demonstrated through the delivery of the Early Years Strategy, our engagement with the Early Years Collaborative and the work we are progressing through Evidence2Success.**

From August 2014 all children whose parents/carers wanted it had the opportunity to experience 600 hours of Early Learning and Childcare (ELCC) within a range of options of provision. These include eleven local authority nurseries across Perth and Kinross who were able to offer Strong Start places for eligible 2 year old children who met Scottish Government criteria.

An additional six centres were successful in their application to enter into partnership with Perth and Kinross Council by meeting the quality requirements. This has further enhanced choice for parents and has been particularly beneficial to families outwith Perth city.

49 play assistants were recruited in June 2015 to support future delivery of 600 hours ELCC. This will build capacity within the staffing cohort across the authority and has opened up employment opportunities across Perth and Kinross. The views of parents were sought for options to increase flexibility and choice to



access 600 hours ELCC. The results were collated and published. In response to this plans are now in place to introduce the option of full day sessions to include lunch from August 2016.

The Child Sexual Exploitation (CSE) working group focused on prevention and has produced a set of information leaflets for staff, pupils, parents and members of the community. The resources are focused to raise awareness of CSE, identify indicators of CSE and establish a zero tolerance approach across Perth and Kinross.

Perth and Kinross schools are working with the Perth & Kinross Association of Voluntary Service Young Carers Project to develop their approach to supporting Young Carers. The raised awareness of Young Carers and the difficulties which they experience both in and out of schools is providing opportunities for more children and young people to be identified and access a range of support approaches.

Evidence2Success is aimed at improving outcomes for children and young people across Perth and Kinross, with the priority outcomes identified being: Healthy Gestation and Birth, School Readiness, Engagement with School, and Emotional Well-Being. The Improvement Plan for Evidence2Success includes three evidence-based Programmes which are being implemented, with additional activities being planned and delivered to augment outcomes from these programmes and deliver further improvement.

The Family Nurse Partnership has been independently evaluated as one of the most effective programmes to improve outcomes for first time teenage mothers and their babies.

The Strengthening Families Programme is a universal prevention programme to improve parenting skills and strengthen family relationships and communication that will support young people to manage challenges in their teenage years and make positive choices regarding risk taking as they get older. Three tranches of this programme have now been delivered, involving delivery of seven groups that have engaged with 40 families. A further seven groups are currently underway involving over 70 parents and young people.

#### Case Study: Family Fun Club HMP Perth

HMP Perth asked for support to do some structured work with families when children are in the prison as part of the families visiting times.

Discussions between staff from Parenting, Adult and Family Learning, HMP Perth Learning Centre and Barnardo's, resulted in a 5 week pilot in the prison Learning Centre. Family Fun Club involves prisoners and their families taking part in a variety of activities together (cooking, arts and crafts, board games and a family journal).

Feedback and evaluations indicate that all families enjoyed the weekly sessions as they gave the families the opportunity to bond and create positive memories. Dads had the opportunity to read stories, play games and help their children with the cooking and art activities which is not something they are able to do during normal family visits, and all children said that they enjoyed the time with their dad doing fun things together. Families are also encouraged to participate in learning opportunities in the communities.

This is the first project in Scotland where prisoner's families were permitted to take part in a project that took place within an area of the prison normally accessed only by prisoners and staff and one of very few where prisoners can interact with their families with so few restrictions.

*"I hope this continues so other families can get to use this. It's made kids be able to get closer to their dad and put that spring back in their steps. I'd like to thank all the staff for letting us be part of it."*  
(Tanya)

The Incredible Years Pre-school Parenting Programme is for parents of children between 3 and 6 years, who are demonstrating behavioural or conduct disorder problems. The programme focuses on strengthening parenting skills, promoting children's social, emotional, and language development and on strengthening parent-child interactions and nurturing relationships. Three tranches have now been delivered to improve behaviour, social and emotional concerns for children aged 3 years and increase their 'school readiness'. In total, 186 parents/carers have enrolled in one of the Incredible Years groups. There is strong evidence that the programme has a positive impact on improving the behaviour of children, with high risk and borderline behavioural concerns affecting children reducing from 66% to 13% of the Tranche 3 group by the end of the programme.

## Developing Educated, Responsible and Informed Citizens

Raising attainment and achievement for all is a key priority for Education and Children's Services. Improving standards is embedded in our approaches to Getting it Right for Every Child, through Curriculum for Excellence(CfE) and into a range of adult learning opportunities.

This section sets out the progress Education and Children's Services has made in delivering outcomes and supporting individuals and communities under the objective: **Developing Educated, Responsible and Informed Citizens.**

We continue to provide proportionate support and challenge to schools through the School Improvement Framework leading to positive evaluations in external inspection.

Each year Education Scotland's scrutiny body (Her Majesty's Inspectorate, HMI) inspects and reports on the quality of education in schools and pre-school centres (including partner providers). Evaluation of each school's performance is assessed across five quality indicators, including three core quality indicators:

### Core quality indicators

- Improvements in performance
- Learners' experiences/children's experiences
- Meeting learning needs

### Quality indicators

- The curriculum
- Improvement through self-evaluation

Since 2010/11 there has been an improvement in the proportion of pre-school centres being evaluated as good or better in relation to the core quality indicators, with 100% of those inspected in the past four academic years achieving these evaluation ratings.

### The Honeypot Children's Nursery – Scottish and Southern, Perth Children's Experiences: **Very Good**

*We found that across the setting children are learning and achieving very well. They are happy, settled and clearly enjoy their experiences.*

Inspection of The Honeypot Children's Nursery, March 2015, Education Scotland

During academic session 2014/15 four primary schools were inspected. All schools inspected were evaluated as satisfactory or better in relation to all five quality indicators.

*Detailed statistics on inspection results are included in Appendix 1.*

Analysis of primary inspection performance over the past six years shows that we have consistently performed above our comparator<sup>8</sup> authorities on all quality indicators. In three<sup>9</sup> out of the five quality indicators we have been the highest performing authority amongst our comparators.

### Viewlands Primary School The Curriculum: **Good**

*Staff work hard to ensure that children receive a broad and balanced curriculum. They provide children with a range of interesting opportunities to develop their skills in health and wellbeing. They are creative in providing interesting themes which motivate children.*

Inspection of Viewlands Primary School, January 2015, Education Scotland

<sup>8</sup> Highland, Scottish Borders, Argyll & Bute, Aberdeenshire, Stirling.

<sup>9</sup> Improvement in Performance, Learners' Experiences and Improvement through Self Evaluation

### Luncarty Primary School

Meeting learning needs: **Good**

*Children with additional support needs are included very well in all aspects of their learning and in the life of the school. This is of mutual benefit to all children in their learning at Luncarty Primary School.*

Inspection of Luncarty Primary School, April 2015, Education Scotland

### Dunning Primary School

Learner's experiences: **Very Good**

*Children enjoy very caring and supportive relationships which results in them being happy, feeling respected and very keen to be successful.*

Inspection of Dunning Primary School, May 2015, Education Scotland

### Aberuthven Primary School

Improvement through self-evaluation: **Very Good**

*Children have taken responsibility for improving aspects of the school. They have been involved in monitoring behaviour and feel a sense of pride in the improvement.*

Inspection of Aberuthven Primary School, August 2015, Education Scotland

To support the inspection process, feedback is routinely gathered from parents and pupils in each establishment. Following the inspections carried out this year some highlights from the parent surveys included: almost all (95%) parents reported that their child felt safe at school; almost all (95%) stated that their child enjoyed learning at school; and most (89%) were happy overall with the schools inspected. Results for pupils broadly mirrored the parent questionnaires with most (86%) stating they felt safe and cared for in school; most (88%) stating they enjoyed learning at school.

Inspection reports are scrutinised by Members of the Executive Sub Committee of the Lifelong Learning Committee. Twelve months after an inspection a progress report on the key areas for improvement identified at the time of the

inspection is provided to the Area Lead Officer (Education Scotland) and parents. Where a school has not been evaluated as good or better, the Executive Sub Committee of the Lifelong Learning Committee may choose to further scrutinise the progress made.

All schools produce School Improvement Plans and School Standards and Quality Reports. The school improvement process is now well established and, in addition to HMI inspections, a range of school specific information is submitted by all schools in relation to performance management, planning for improvement and self-evaluation leading to improvement.

Revisions have been made to the School Improvement Framework based on the learning identified during the course of the previous session, with support and challenge for senior leadership being provided in both universal and targeted approaches, including the new Strategic Leadership Development programme, the revised Leadership and Induction Framework and the Pan-Tayside Headteacher triad groupings.

School visits provide clear direction about areas for improvement. The results of Extended Learning and Achievement Visits are published on each school's page at [www.pkc.gov.uk/schools](http://www.pkc.gov.uk/schools)

**We continue to make good progress with implementation of Curriculum for Excellence in line with our strategic framework *Creating a Curriculum for Excellence*.**

**Levels of Progression:** Schools plan for learning, teaching and assessment against CfE experiences and outcomes.

Almost all pupils in P4 continue to make very good progress at First Level or beyond and at P7 at Second Level or beyond with their learning in Reading, Writing, Listening & Talking and Mathematics. S3 pupils secure in their learning at Third Level show improvement over the last 2 years in all areas.

**Table 1: P4 Curriculum for Excellence**

| P4                     | Pupils making very good progress at First Level or above |         |         |       |
|------------------------|--|---------|---------|-------|
|                        | 2012/13  | 2013/14 | 2014/15 | Trend |
|                        | %  | %       | %       |       |
| Reading                | 90.1   | 91.7    | 93.5    | ↑     |
| Writing                | 87.4   | 89.7    | 91.9    | ↑     |
| Listening & Talking    | 91.9   | 92.7    | 94.4    | ↑     |
| Mathematics & Numeracy | 90.6   | 91.3    | 93.6    | ↑     |

Source: ECS/SEEMIS

**Table 2: P7 Curriculum for Excellence**

| P7                     | Pupils making very good progress at Second Level or above |         |         |       |
|------------------------|---|---------|---------|-------|
|                        | 2012/13   | 2013/14 | 2014/15 | Trend |
|                        | %   | %       | %       |       |
| Reading                | 85.2  | 87.0    | 89.9    | ↑     |
| Writing                | 80.1  | 81.5    | 87.3    | ↑     |
| Listening & Talking    | 85.0  | 87.5    | 91.5    | ↑     |
| Mathematics & Numeracy | 84.3  | 86.8    | 88.1    | ↑     |

Source: ECS/SEEMIS

**Table 3: S3 Curriculum for Excellence**

| S3                     | Pupils secure at Third Level or above |         |         |       |
|------------------------|---------------------------------------|---------|---------|-------|
|                        | 2012/13                               | 2013/14 | 2014/15 | Trend |
|                        | %                                     | %       | %       |       |
| Reading                | 65.8                                  | 69.3    | 73.0    | ↑     |
| Writing                | 63.1                                  | 67.3    | 72.1    | ↑     |
| Listening & Talking    | 66.1                                  | 70.8    | 77.6    | ↑     |
| Mathematics & Numeracy | 68.6                                  | 75.4    | 77.1    | ↑     |

Source: ECS/SEEMIS

Further information: [Attainment in Perth and Kinross Schools 2015](#)

**Curriculum:** CfE is designed to equip young people for life in the twenty-first century. Skills for learning, life and work include: leadership, working with others, problem solving, thinking skills and enterprise. The implementation of CfE continues to progress and strategic curriculum plans are in place across all schools.

External evaluations of curriculum development in Education Scotland Inspections are positive, with almost all being evaluated as good or better. Schools are now

being asked to review their curriculum models in light of the most recent Curriculum Advice Note from Education Scotland to ensure that new developments such as Developing Scotland's Workforce and 1+2 Languages are integral to the curriculum design.

### Case Study: Tracking and Monitoring

In order for sound judgments to be made on a learner's progress, attainment and achievement when a range of information is gathered, analysed and used, there need to be clear procedures for monitoring and tracking progress of attainment and achievement in schools, and a clear systematic approach to support schools.

Guidance describing elements of tracking and monitoring were developed and shared with practitioners, with feedback from schools informing updates. A short life working group developed tracking and monitoring guidance, with a corresponding spreadsheet developed by the Management Information Systems team. Guiding Principles for Portfolios were developed including exemplars of schools approaches to evidencing learning.

The spreadsheet, currently being piloted by Perth High Local Management Group, has provided schools with a wealth of data and information on learners' progress; supporting dialogue as part of tracking and monitoring meetings, transition and informing learning and teaching. Schools have found the Guiding Principles for Portfolios and exemplars a useful support when reflecting on and developing their own practice.

*"The spreadsheets give a very clear overview of individual pupil, class and whole school attainment in Literacy and Numeracy. This makes the identification of trends and patterns as well as highlighting individual pupils who may need interventions simple."*

Improving the assessment and moderation in schools through support and evaluation, and evaluating the impact of strategic curriculum plans on learning across primary and secondary schools continue to be key actions for session 2015/16. Internal research has been undertaken with teaching staff, examining their confidence in making judgements about Literacy and Numeracy levels, and familiarity with the PKC Literacy and Numeracy indicators. Across two phases in 2013 and 2015 there have been increases in measures of confidence and familiarity, both in primary and secondary.



**Learning and Teaching Approaches:** All schools in Perth and Kinross were engaged with the Tapestry Programme during session 2014-15. The purpose of the Tapestry Programme is to support teachers in establishing Teacher Learning Communities (TLCs) with a view to improving learning, teaching and formative assessment in order to raise achievement of our young people.

Feedback from schools has been positive, with staff reporting that professional dialogue and peer support was central to increasing confidence in the use of formative assessment strategies. Schools have reported that, through their quality assurances processes, they have identified a positive impact on the quality of the teaching process and the range of assessment approaches being used in classes.

A number of TLCs recognised the value of this approach to professional learning and development and have committed to using this model to take forward further school improvement priorities.

#### **Case Study: Crieff DYW In-service Day**

Developing Scotland's Young Workforce (DYW) is a key focus in Scotland's schools. Members of Crieff High School's Senior Management Team (SMT) had attended local and national conferences and with DYW as part of their overall school improvement plan they wanted to bring this experience to all staff.

The SMT, supported by the newly appointed Enterprise and Employability officer, planned a half day in-service staff conference inviting representatives from all relevant partners to deliver interactive workshops. They also approached DYW board member Paul McKelvie to be the keynote speaker for the event and he provided up-to-date information on employment trends and set the tone for an aspirational morning session.

Staff were brought up-to-speed on the background to the initiative nationally and locally, including the targets for 2016/17 set out in the PKC Enterprise and Employability policy. They worked in small groups to discuss the impact on their area and the school as a whole. Staff found the day informative and inspiring. Each curricular area has identified 3 actions to follow up and a challenge to address that will improve the employability outcomes for young people in the school.

*"The event crystallised our priorities for the next few years. The challenge is now turning this into action."*

**Enterprise and Vocational Learning:** The Career Ready programme grew in numbers with 3 new schools taking part and a large increase in employer support from the initial 9 to 24. There were 39 pupils in the first cohort and this increased to 55 for the second cohort. The majority of the initial cohort 'graduated' from the programme in April and a small number have been employed by local employers with the majority going onto Further and Higher Education. Plans are in place to increase numbers to 9 schools for 2015/16. Further support for mentors, improvements to Year 2 of the programme and a short film to promote the programme to employers and pupils locally are also planned.

**This year's SQA results demonstrate that we are continuing to make very good progress in raising the attainment of pupils in Perth and Kinross.**

This year saw Perth and Kinross schools present for the second time the new national qualifications with pupils sitting New Higher qualifications for the first time.

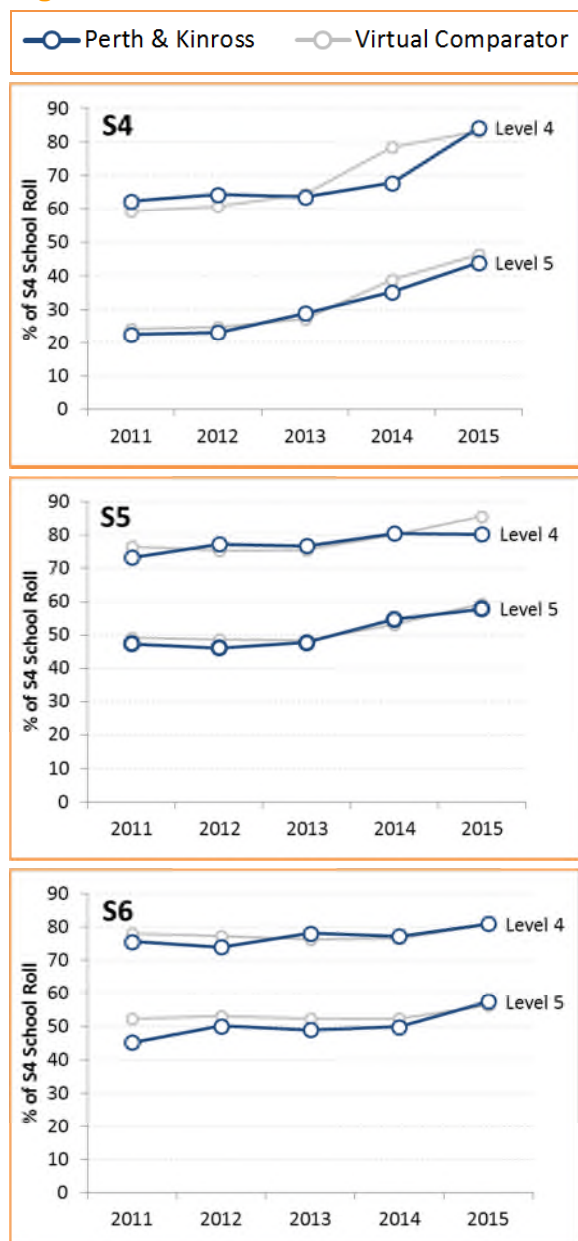
As CfE continues to mature, the measures used to show progress have been adapted. *Insight* is the Scottish Government senior phase benchmarking tool that assists the Service and schools support the key principles and purpose of CfE. It provides data on four key measures which go beyond the traditional counts of awards previously reported. *Insight* was launched in September 2014 and its use will be developed further during the 2015/16 academic year as it matures further and more features are added.

*Insight* utilises a Virtual Comparator, which takes the characteristics of each Perth and Kinross pupil and matches them to 10 similar pupils from across Scotland. This benchmark is an effective way to help understand the authority strengths and areas for improvement.

## Improving Attainment in Literacy and Numeracy

Literacy and numeracy are vital in wider success in learning, life and work in the modern world and workplace. This indicator includes attainment from a range of courses including English, Gaidhlig, ESOL, Literacy, Mathematics, Lifeskills Mathematics and literacy and numeracy units. Results at SCQF Levels 4 and 5 for S4, S5 and S6 pupils achieving both literacy and numeracy are shown in Figure 1. Time series information provided by Insight shows improvements at Levels 4 and 5 for all years which are generally on a par with our virtual comparator.

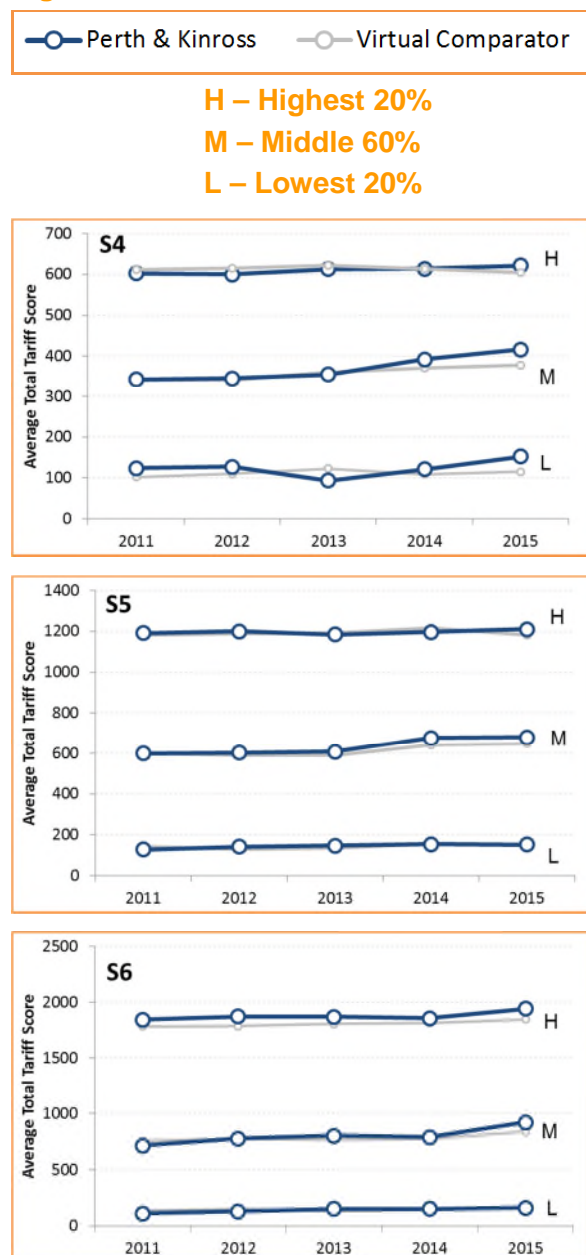
**Figure 1**



## Improving Attainment for All

The overall aim of this measure is to understand how pupils attain as highly as possible by considering the average total tariff score of the top-attaining 20%, middle-attaining 60% and lowest-attaining 20% groups of pupils. At S4, average tariff scores have increased at all levels of attainment, whereas at S5, the middle level achievers have improved recently and are above the comparator. At S6, there are again recent improvements, especially for middle and higher achievers.

**Figure 2**

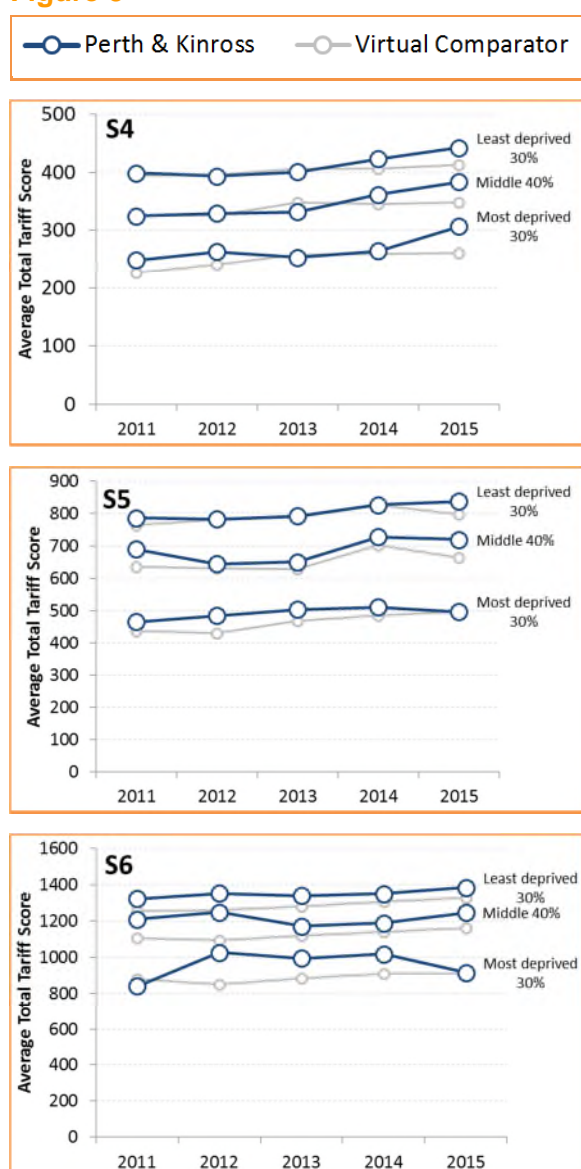


## Attainment and relationship with deprivation

This measure aims to show how pupils attain by considering attainment across deprivation deciles. This has an important role in helping understand and challenge the 'attainment gap' between pupils from the most and least deprived backgrounds.

Looking at how tariff scores have changed by broad groups of deprivation (Figure 3) indicates that while all have shown some improvements, improving the attainment at S5 and S6 of more deprived pupils remains a key challenge, including in measurement as smaller numbers mean greater year-on-year variation.

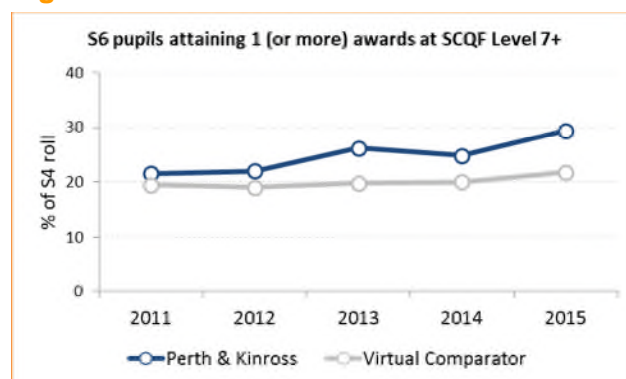
Figure 3



**Supporting high achievers:** Almost one in three pupils (29%) left school at the end of S6 with at least one Advanced Higher Grade.

Results at this level continue to show a strong performance, improving and performing higher than the comparator.

Figure 4



More complete details on attainment can be found in the report [Attainment in Perth and Kinross School 2015](#).<sup>10</sup>

**Gaelic Education:** Gaelic Medium Education (GME) is currently provided in two primary schools; Goodlyburn Primary School and Breadalbane Academy. The number of children receiving primary GME has increased to 28 at the 2015 pupil census (from 20 in 2014). There are currently 5 pupils continuing GME within secondary school at Perth Academy.

We are currently exploring different curriculum models for the delivery of additional GME subjects within secondary education in Perth City.

We have continued to support Gaelic Learners Education (GLE). Pupils in Perth Academy can opt to do Gaelic as an elective from S1 and have the option to choose Gaelic as a subject from S3. Pupils from all four secondary schools within Perth City have the option to choose Gaelic at National 4 level from S5 as part of the Perth City Campus initiative delivered within Perth Academy.

All pupils at Breadalbane Academy are taught Gaelic as a subject from S1, and the option to continue Gaelic until S6 is available. Gaelic is delivered through the Gaelic Language in Primary Schools (GLPS) initiative within primary schools and nurseries in Highland Perthshire. There are currently 650 primary pupils across 6 schools that benefit from GLPS.

<sup>10</sup> Further school-level information on attainment is also available on [Parentzone](#), provided by Education Scotland.

**Looked After Children:** We continue to support the achievement and attainment of Looked After Children. Table 4 shows there has been a small reduction in the attainment of Looked After Children. Although attainment of Looked After Children remains below the Perth and Kinross average, care should be taken in interpreting these figures given the small number of pupils and the individual nature of their needs and circumstances. The Education Additional Support Officer, together with the Looked After Co-ordinators in schools, track the attendance and achievement of looked after young people on an individual and on-going basis and ensure that appropriate support packages are in place.

**Table 4**

| Indicator   | 12/13 | 13/14 | 14/15 |
|---|-------|-------|-------|
| % of children leaving care who attained at least one subject at SCQF Level 3    | 82%   | 79%   | 76%   |
| % of children leaving care who achieved English and Mathematics at SCQF Level 3 | 73%   | 67%   | 56%   |
| Number of children/young people ceasing to be looked after                      | 11    | 19    | 25    |

Source: LAC SQA Attainment 2014/15

**English as a Second Language:** Schools continue to be successful in supporting the learning of young people for whom English is a second language. In S5, 35% have achieved at least five awards at Level 5 or better and 52% attained at least one Higher Grade. In S6, 69% have achieved at least five awards at SCQF Level 5 and 63% achieved at least one Advanced Higher or better (Level 7).

**Attainment by gender:** In line with the national picture, girls continue to outperform boys in SQA attainment. However, the performance of boys is on a continued upward trend, and in S4 and S6 the gap between genders has reduced slightly in the last 3 years.

We continue to broaden the range of planned opportunities for achievement for all pupils. This will include ensuring that, where appropriate, specific approaches and activities are planned to improve the attainment and achievement of boys.

**Table 5: % pupils achieving Literacy and Numeracy @ SCQF Level 5 or above**

| Year Group | Gender | 2012/13 | 2013/14 | 2014/15 |
|------------|--------|---------|---------|---------|
| <b>S4</b>  | Female | 33      | 39      | 48      |
|            | Male   | 25      | 31      | 41      |
| <b>S5</b>  | Female | 52      | 57      | 62      |
|            | Male   | 43      | 52      | 54      |
| <b>S6</b>  | Female | 50      | 54      | 60      |
|            | Male   | 48      | 45      | 55      |

Source: Insight

**We continue to provide a good range of opportunities for young people to achieve awards and participate in activities that lead to increased self-confidence and resilience.**

Aligned with a Curriculum for Excellence, Perth and Kinross Children and Young People's Service continues to recognise the achievement of young people through a variety of awards, with an emphasis on the development of young people to be successful learners, confident individuals, effective contributors and responsible citizens.

Young people participating within the awards have to plan and identify personal goals leading to an increase in confidence, an increase in skills and an increase in independent thinking. In 2014/15, young people participated in the Duke of Edinburgh Award, Youth Achievement Awards, Dynamic Youth Awards and the Saltire Award.

Participation rates are increasing, and reflect a more targeted approach to achievement awards and a slight change of emphasis to working with young people who need more intensive support to complete achievement awards.

**Attendance:** We work in partnership with parents, children and other stakeholders to ensure that, wherever possible, all children enrolled in our schools receive an education that offers the opportunity for children to maximise their potential. All schools monitor the attendance of children and young people within their establishments, and effective systems are in place for following up non-attendance, and where there are genuine



reasons for absence, the Authority works with partners through a multi-agency approach to ensure that the child or young person's education is provided by means other than attendance at school.

Attendance levels have dropped slightly since last year in both the primary and secondary sectors, though the difference is less than 1%. Attendance levels in the special sector have consistently improved since 2012/13. Compared to the secondary sector, attendance over the past three years has been consistently higher in the primary sector.

**Table 6: % Attendance**

|              | 2012/13     | 2013/14     | 2014/15     |
|--------------|-------------|-------------|-------------|
| Primary      | 95.3        | 95.7        | 95.4        |
| Secondary    | 92.4        | 92.5        | 91.9        |
| Special      | 93.0        | 94.2        | 95.6        |
| <b>Total</b> | <b>94.0</b> | <b>94.3</b> | <b>93.9</b> |

Source: SEEMIS, September 2015

**Exclusions:** Exclusions from primary schools has remained relatively steady compared to last year with a decrease in secondary schools. The overall number of incidents continues to drop. The rate of exclusion in the secondary sector is consistently higher than in the primary sector.

**Table 7: Number of Exclusion Incidents**

|              | 2012/13    | 2013/14    | 2014/15    |
|--------------|------------|------------|------------|
| Primary      | 153        | 96         | 98         |
| Secondary    | 354        | 397        | 386        |
| <b>Total</b> | <b>507</b> | <b>493</b> | <b>484</b> |

Source: SEEMIS, September 2015

Exclusion is an important, but infrequently used measure. We continue to support the on-going development of approaches to ensuring the social and emotional wellbeing of children and young people.

Restorative approaches in Perth and Kinross were relaunched in March 2015 through a very positively evaluated conference for promoted staff in schools. Following this, the training strategy has been implemented, involving support from the Educational Psychology Service and Education Scotland for a team of 10 in-house consultants to develop local training materials and deliver training for school champions. This has included the development of local video training material and video interviews with teachers and young people. By February 2016, 100 champions will have been trained. The training to date has

been evaluated as being of very high quality, equipping and inspiring champions to lead developments in their schools.

**Lifelong Learning:** There are ten Adult Education Associations across Perth and Kinross organised by volunteers, and supported by small grants from the Council to deliver a wide variety of informal learning opportunities; these are open to all but are enjoyed mainly by older residents. Classes vary across the associations but cover subjects such as yoga, dance, golf, art, crafts, tai chi, upholstery, languages and music. Each Locality has a Partnership, Network or Group that brings a range of agencies together to plan and deliver outcomes locally and act as an information hub, supported by ECS.

The Learning Curve is a learning and resource base for Perth and Kinross Adult Literacy and Numeracy Partnership/Literacies in the Community Project, and works with partner organisations to provide free adult learning programmes which are developed around learner's needs and interests and focus on activities to boost participants' confidence, employment prospects and health and well-being. In 2014/15 nearly 1,000 learners accessed programmes through the Learning Curve with around 15% of these being aged 55 years and over. Amongst this age group the most popular activities were learning basic computer skills, literacy and numeracy and English for Speakers of Other Languages.

## Promoting a Prosperous, Inclusive and Sustainable Economy

We continue to support young people's participation in post 16 learning or training and employment and deliver a range of learning opportunities across Perth and Kinross which support adults back into work or learning. Education and Children's Services also has a role in supporting the economy through its cultural and community assets.

**This section sets out the progress Education and Children's Services has made in delivering outcomes and supporting individuals and communities under the objective: Promoting a prosperous, inclusive and sustainable economy.**

**Through the Enterprise and Employability Strategy we continue to provide good support to young people and strengthen our approach to developing skills of learning, life and work.**

The Enterprise and Employability Strategy supports young people by providing work related opportunities to develop their skills for learning, life and work. This includes increasing young people's participation in post-16 learning or training and employment through appropriate intervention and support, and ensuring relevant work experience opportunities at an appropriate stage.

The proportion of young people going on to positive destinations in Perth and Kinross has fallen slightly from 93.8% in 2013/14 to 91.8% in 2014/15<sup>11</sup>, and is slightly below the national average (92.9%) and the average of our comparator authorities<sup>12</sup> (94.2%).

*More detailed information on School Leaver Destinations is contained in Appendix 2.*

The Participation Measure published by Skills Development Scotland covers 16-19 year olds in Scotland who are participating in learning, training or work, and the first report shows that Perth and Kinross is performing at 90.6%, above the national average of 87.6%, and is

doing so in every individual age group as well as overall.

1000 pupils and their parents attended the annual PKC Job and Careers Fair at the Dewars Centre in Feb 2015, where there were 50 stalls from employers, trade associations, Further and Higher Education as well as Skills Development Scotland. Plans are in place to work with more partners to present a wider range of opportunities for 2015/16.

In order to increase employer engagement, in line with the recommendations from Developing Scotland's Young Workforce, a conference was held by schools for 110 local employers, pupils and parents. Participants left with the goal of more partnership working between schools and employers and this will be reviewed at a recall conference in March 2016.

Supported by Next Step Coaches from Youth Services and partner agencies, 85 young people completed an Activity Agreement – a package of support and opportunities to help them overcome barriers to employability. 65% of these hardest-to-reach young people moved into employment, training, or further education.

**We continue to deliver a wide range of both universal and targeted learning opportunities and are improving access to learning in all localities.**

Adult engagement with Community Based Adult Learning opportunities (CBAL) continues to be good, with both the Skills Zones (delivering employability skills) and English for Speakers of Other Languages (ESOL) Conversation Cafe in Crieff enabling adults to access support and develop their speaking skills. Delivery priorities are now more focused on targeted and intensive work around employability skills, welfare reforms

<sup>11</sup> Source: Attainment and Leaver Destinations Supplementary Data

<sup>12</sup> Borders, Aberdeenshire, Stirling, Argyll and Bute, Highland

and family support, leading to sustained relationship building and contact time with adults.

#### Case Study: The Learners Forum

In September 2014, the National Strategic Forum for Adult Learning publication published five Draft High Level Objectives, including "Adults effectively influence strategy and policy at local and national levels."

As a response we organized and promoted a series of inaugurating drop-in meetings for anyone interested in adult learning to join the Learners Forum. A relaxed and friendly group which meets once a month, the Learners forum allows adult learners to share experiences, aspirations and ideas and create a collective voice for community learning which is inclusive, vibrant and celebrates learning.

As a result of the forum, practitioners, managers and policy makers have an opportunity to effectively engage with and receive feedback from the very people that they are trying to reach. It allows direct discussion with adult learners, on how best to protect and promote adult learning provision in the future, provides an opportunity for the expectations of learners to be a driver in influencing adult learning policy and practice, and showcases how lives are being transformed through adult learning.

*"I have now reached a point where I clearly say that I am retired, but I am also clear that it doesn't mean that I am retiring from caring". (Participant)*

There is a good range of opportunities for community members to learn new skills and to develop them to a level of competency which meets their personal goals. Informal learning for all ages is provided by and takes place in all libraries, enabling individuals to be better informed, i.e. literacy, digital technologies and ancestry. These opportunities are provided by Library Information staff in conjunction with a range of partners, including, Adult Learning and Literacy staff/tutors, Perth College, Citizen's Advice and the Employability Hub.

**Work continues to maximise the contribution of culture and leisure to our sustainable economic growth by developing our cultural programmes and supporting local creative industries.**

Culture Services revised its programming approach in 2014 with the development of a

new Programming Strategy to set out the key priorities for developing a varied program of exhibitions, activities and learning opportunities.

The Library service offers many volunteering opportunities for retired members of the community, allowing participants to continue to make use of their skills, knowledge and experience. Opportunities include; the 'Books on Wheels' service for housebound readers, delivering 'Books Aloud' reminiscence sessions in residential and care homes and delivering a book trolley service to patients in Perth Royal Infirmary.

Museums and Galleries continued improvement of facilities to build on existing work carried out in 2013/14. Security measures were reviewed and increased, including the installation of CCTV at The Fergusson Gallery and Perth Museum and Art Gallery, in line with recommendations by the National Security Advisor. This enabled the Service to fulfil requirements for the Government Indemnity Scheme and receive the loan of the Breadalbane Brooch from the British Museum for show in the Breadalbane Bling exhibition.

2014/15 saw a 12% decrease in visitors to Museums and Galleries venues, (63,387 compared to 71,827 in 2013/14). In part, this reflects the Monday closure of Museum and Gallery venues which took effect on 1 April 2014. Virtual visits for the period totalled 67,614 (due to changes in data measuring it is not possible to make a like for like comparison with previous figures).

Audience evaluation and a strategic review of programming will be undertaken to inform our future offer. We will continue to expand our website, social media content and collections online.

Libraries and Information Services continue to develop and evolve in order to meet the needs and expectations of their communities. How customers use our services continues to change with an increase in the uptake of online services and less people borrowing physical books. Following the implementation of the review, services have refocused with a renewed emphasis on working with communities and key partners.

In late 2014, three new Mobile Library vehicles were introduced, replacing two older vehicles and bringing our total up to 4 vans. With this extra capacity the Mobile Library routes were reviewed and extended, and now allow extended library services to be offered to rural communities, rural primary schools and to sheltered housing, residential and care homes, replacing the previous impersonal deposit collection system. In response to customers' comments over the past year, the Mobile Library routes are being re-visited and improved to ensure that they continue to offer and deliver best service.

#### Case Study: First World War Commemorative Projects

The commemorative period of the First World War has provided a unique opportunity for many community memorialisation projects to emerge, many of which need support, particularly a level of historical research.

In partnership with colleagues at Perth Museum and Art Gallery we formed a steering group, Perth and Kinross Remembers which brings together interested groups and individuals to connect with those who need our support and expertise and form a collaborative effect in memorializing the FWW both locally and more widely.

Supporting those who have begun their research in response to the FWW anniversary has meant helping people to develop key research skills, find out about other resources and learn different ways to access useful information, how to present this information.

The value of remembering has become evident to those working on projects and sharing their findings. The role of the library in supporting this has been a pivotal point of many projects. Pupils researching the personal lives and stories of soldiers all feel the impact of appreciating a life lost. The research skills and ability to access information are clear outcomes and people surprise themselves with their ability to put together large scale projects and even to achieve the status of a local author as they publish a volume on their particular area.

*"I have never seen a photograph of my father's father and my father died before he saw him too but now I can share this image with my daughter, it means a great deal to have his picture."*  
(Participant)

2014-2015 saw a 19% decrease in the number of visits to Libraries (636,072 compared to 786,630 in 2013-2014). There was also an 11% decrease in active borrowers (those who borrow an item at least once every year) with the figures dropping to 21,783 compared to 24,514 in 2013-2014. These figures may reflect the reduction in library opening hours as well as a trend for some borrowers to move to using e-books and e-audio.

Our online services include e-books, e-audio, e-magazines, Freegal (free and legal music downloads), an excellent range of online databases, Library App and social media channels, and reflect our desire to modernize and adapt our service to meet customer demand. They continue to be well used, with 629,755 visits compared to 555,938 in 2013-2014. 2015 saw the introduction of an on-line joining option which has seen steady use since its introduction.

Libraries continue to offer a varied and exciting programme of events which include Bookbug Rhymetimes for pre-school children, author talks for all ages, Film-Book nights, Family Fun Days, Ancestry genealogy sessions, the Summer Reading Challenge and Spring Online for our more senior customers. Over the past year 54,310 individuals participated in our events.

Libraries and Information Services continue to invest in and develop its premises, facilities and services to ensure that services are accessible to all and customer experiences are positive. From early 2015, wi-fi is available in all Perth and Kinross libraries and one mobile library, with the 3 new mobiles to follow shortly. Working with colleagues in TES Property Services and the Council's Design team, we carried out a major refurbishment and redesign of Coupar Angus Library. Following customer feedback and comment the design includes an open plan layout and comfortable seating area which are proving popular with customers.



## Supporting People to Lead Independent, Healthy and Active Lives

Improving the quality of life for individuals and communities remains a key priority. Education and Children's Services have a key role in supporting children, young people and families to make positive choices in relation to their health and wellbeing.

This section sets out the progress Education and Children's Services has made in delivering outcomes and supporting individuals and communities under the objective: **Supporting People to Lead Independent Healthy and Active Lives.**

We deliver a broad range of activities which help children, young people and families make positive choices in relation to their health and wellbeing.

All schools are making clear links between GIRFEC, the Health and wellbeing curriculum and the rights of children and young people. The Wellbeing Wheel from the national practice model is used in almost all schools and centres to define wellbeing and as a focus in planning better outcomes for children and young people.

The Service is very keen to reduce car travel to school and promote safe and healthy journeys to school. Walking and cycling boosts children's health and well-being. It allows them to travel independently and to access the range of flexible opportunities schools offer outside the standard school day. We also want children to travel safely and to feel secure on the school journey. We are particularly aiming to increase levels of walking or cycling where journeys are less than a mile for younger children and less than two miles for older children.

School Travel Plans are an essential part of our strategy to tackle issues related to school transport. A School Travel Plan is a strategy developed by each school to encourage and promote more active journeys to school for both pupils and staff, and almost all schools in Perth & Kinross now have a School Travel Plan in place.

The Relationships Sexual Health and Parenthood (RSHP) education officer supported a number of training events with

staff in schools. This has ensured a consistent and high quality approach to the delivery of RSHP education in all of our schools. Events were delivered in Local Management Groups, in individual schools and as part of Continued Lifelong Professional Learning for individual members of staff. RSHP parents' information evenings held in Crieff and Kinross were offered to parents of all schools in the LMG area. Approximately 150 parents benefited from the evenings.

### Case Study: Extension of Free School Meals

One of the new provisions introduced by The Children and Young People (Scotland) Act 2014 is that all P1 – P3 pupils became eligible to receive Free School Meals (FSM) from January 2015. The introduction supports improving health and wellbeing and could provide families with an annual saving of up to £375 per child.

Alongside capital investment to enable school kitchens to increase production capacity and dining areas, a model for distribution of hours for both schools and Tayside Contracts was agreed and implemented. A communications plan was developed for schools and parents regarding the extension to FSM, and schools adopted creative approaches to ensure the meal service continues to be provided within current lunch breaks

These included; increased sittings, improved seating arrangements, extensions to electronic pre-order systems and trays and colourful crockery to allow for a two course lunch to be served at the same time removing the need to revisit the server.

Meal uptake has increased by more than 50%. The planning and execution of this service development went very well with partnership arrangements being understood and clear communications to ensure stakeholder actions were co-ordinated.

We continue to benefit from a Physical Education Support Officer (PESO) and this support has now been extended to a further 8 primary schools where all class teachers now deliver a minimum of 2 hours high quality P.E. The PESO continues to support 4 additional

schools and early years centres in developing staff competence and confidence in delivering quality P.E. lessons. Probationer teachers too have benefitted from Continued Lifelong Professional Learning on inclusion, progression and challenge in physical education.

The dance officer continued to develop dance as part of the school curriculum. Staff in 3 schools were up-skilled, allowing dance to be delivered where it was previously unavailable. Dance is now delivered in all 3 schools; Perth Academy, Perth High School and St. John's Academy. There were 5240 engagements with dance during the year.

Resources and activities within library services continue to have a positive impact on the health and wellbeing of our communities. We are developing a 'Bibliotherapy' service, which will utilise and promote the power of fiction by guiding readers to mood boosting, life affirming books recommended by library staff and other agencies. Poet and author Jayne Wilding facilitated a creative writing and literature workshop for those with mental health issues and others who were keen to use words and literature for health and wellbeing.

Parenting Lapsacs containing information and resources on a wide range of topics to help families talk about issues that affect them are available in all libraries; this past year 572 lapsacs were borrowed. The package includes subjects such as toilet training, sleep, pregnancy and starting school.

**Our Sport and Active Recreation services have a key role in supporting people to live longer, healthier lives. Participation in sport and active recreation is very good and increasing in key areas.**

There is a very good range of high quality school and community sport provision across Perth and Kinross. Children, young people and adults are motivated and eager participants in a variety of sporting activities. Sport and Active Recreation staff have identified and removed a number of barriers to ensure successful engagement and increased participation figures of under-represented and marginalised groups.

Active Schools work mainly with schools and with a 5 – 18, focus the service builds capacity through the engagement and support of a wide

network of volunteers who receive training and support to deliver extra-curricular school sport and physical activity.

Primary schools offer all pupils opportunities for wider achievement in events such as; Football Squad, Cross-country events, St. Andrew's Day of Dance, Creative Day of Dance and Cluster and Authority County Sports (athletics) as well as extra-curricular clubs within the schools. The number of pupils attending the events has been rising each year.

This year, 3,761 boys and 3,395 girls participated in a least one extra curricular school sport, each attending a minimum of 6 sessions. Sessions were delivered by 831 volunteers, 282 of whom were senior pupils and of which 155 had either a sports leader or Sports Governing Body qualification.

Sports Development work with adults is mainly focused on developing the capacity of volunteer-led community sports clubs and organisations to deliver a broad range of activity to encourage continued engagement in active recreation and sports beyond school.

The success of the Community Sports Hub programme was recognised by **sportscotland** who committed to another two years of funding in 2015. We are now committed to delivering another 4 hubs and work began in April to look at potential communities who could benefit from support. Plans are in place with Bridge of Earn, Kinross and Perth College to further develop Perth and Kinross Council's Community Sports Hub initiative.

Our Perth and Kinross Accredited Club Excellence Scheme (PACES) provides a framework of support that helps clubs to develop and achieve a recognised standard. In the last year we have reviewed the scheme and brought another 10 clubs on board covering a number of different sports and communities across Perth and Kinross with 78 clubs currently registered on the scheme.

Through funding from the Gannochy Trust, Performance Squads are supporting many young athletes in a variety of sports; gymnastics, hockey, netball, squash, swimming, table tennis and disability sport. This funding also supports the development of our coaches, with the Sports Development team helping to direct the allocation of this funding to coaches at every level.

A new locality based Fitness membership in Pitlochry has seen a 23% increase in usage on the previous year. An increase in casual swimming and the continued promotion of lessons in all venues has also contributed to this positive trend. On the dry side, a small upturn in figures is attributed to improved class programmes and a successful membership campaign and holiday programme. The new synthetic turf sports pitch has been opened at Perth Academy and work continues on the new Community Sports Hub at Perth High School, due to be completed in December 2015.

Strong and productive relationships have been formed with community organisations via our Community Sports Partnerships. These partnerships give a real sense of ownership to the community allowing them to shape the development of sport within their area. For example, the Auchterarder Community Sport Association surveyed local residents to see what provision they would like to see, which led to the Perth and Kinross Countryside Trust delivering a core path network in the area.

Perth High School, Perth Academy and Dunning Primary School all achieved the gold standard of the recently launched national School Sport Award, which is designed to encourage schools to continuously improve the quality and quantity of physical education and school sport opportunities.

Through our partnership with Live Active Leisure, those aged 50 and over have access to a range of specialist classes designed for older users including chair-based exercise; social aerobics; and mature movers. Members aged 50 and over have access to all other classes, with activities such as yoga, tai chi and 'Stride for Life' health walks being popular.

The ASSIST programme (A Stop Smoking in Schools Trial), delivered by NHS Tayside, commenced across all Tayside Secondary Schools in January 2015. All PKC Secondary schools are now signed up to take part and 6 PKC schools are already well under way or at completion. The programme is to be offered every year for the next three years to all schools.

The Healthy Communities Collaborative seeks to empower communities to help themselves, giving communities a platform to raise local concerns and work with professionals from various disciplines to address those concerns. Currently 14 communities in Perth and Kinross have Healthy Communities teams working in

them, having helped set up such projects as low impact exercise groups for older and less physically able people, and health walks aimed at increasing physical activity levels.

#### **Case Study: Belthers in Ballinluig**

Local engagement events identified that there was a significant group of mainly elderly residents who felt isolated and now well informed living in the community.

In partnership with NHS Healthy Communities Collaborative, Community Learning and Development encouraged the formation of a monthly community group, *Blethers in Ballinluig*. Group members determined the activities for the year, their priorities for 2014/2015 were to build on, and strengthen, the relationship developed with the local primary school, Logierait.

Activities throughout the year included speakers, outings to local museums and libraries as well as increased activities with the school. This has led to local older residents being able to identify their interests, aspirations and issues, and able to shape the programme for the group. Regular group attendance helped combat social isolation for local residents, enabled participation in a wider range of other adult learning activities, and created strong links with the local school. The school now sees *Blethers* as an important resource in the delivery of Curriculum for Excellence and discussions are underway to identify similar groups to establish links with other schools.

*"I'm looking forward to further strengthening our links with 16 pupils next session. This is turning out to be mutually beneficial and enjoyed by all."*  
(Logierait Primary School Headteacher)

2014/15 was the first full year of the EVOLVE system which replaced the paper-based approvals process for school excursions. EVOLVE has been developed to help all those involved in organising educational excursions to ensure that those taking part stay safe and healthy. The approach complements the new Corporate Health, Safety and Wellbeing management arrangements. The system has eliminated paperwork, speeded up approvals, provided a consistent approach to risk management and improved advice and communication to support schools. Over the last 12 months there has been 5227 off-site excursions approved on the system involving primary, and secondary schools. Improvements continue to be made in terms of monitoring activity, reporting and making changes in response to user feedback.

## Creating a Safe and Sustainable Place for Future Generations

Our community capacity building team has a key role in providing support for community led enterprise and innovation and effective community engagement.

**This section sets out the progress Education and Children's Services has made in delivering outcomes and supporting individuals and communities under the objective: *Creating attractive and welcoming environments and building resilient, responsible & safe communities.***

**We are good at delivering the necessary support to build capacity in local communities and organisations.**

Community Capacity Building staff have continued to support and where necessary facilitate Community Partnerships to bring together large numbers of partners in their areas including local residents, communities staff from Perth & Kinross Council, local Councillors, headteachers and deputies, local police, health workers, local churches and voluntary organisations amongst others.

The Community Partnerships have delivered and supported a number of key events, celebrations and projects in their respective localities. These have included Better Place to Live Fairs, Summer Family Fun Days, Gala Days, Study Visits and Community Days. These events allow the capacity staff to engage further with local communities and often leads to joint working between communities and services and other agencies and organisations.

The Community Empowerment Bill received Royal Assent and became an Act on 24 July 2015. Many aspects of the Act will affect how service providers work with local communities but one of the key sections entitled Asset Transfer Requests has had particular relevance to the work of the Capacity Building workers. Perth and Kinross Council has many underutilised buildings and pieces of land, and Capacity Building staff have been key to facilitating various types of community asset

transfers in the past. As part of a short life working group, a draft Community Asset Transfer Policy has been developed by the capacity staff. This reflects the procedures and actions required to enact an asset transfer according to and in line with the Act which will come into effect in mid-2016.

### Case Study: Oudenarde Community Group

Oudenarde was planned to consist of up to 1600 houses, a new primary school, open space and a village centre. Unfortunately in 2011 the project paused at 124 houses as a result of wider economic factors, with no local services or facilities, resulting in a lack of community cohesion and some anti-social behaviour.

Supported by a Community Capacity Building worker, the Oudenarde Community Group has set up as a constituted group to organise activities, identify local needs and seek funding to take forward community initiatives. The group developed surveys and questionnaires that have identified needs and priorities in the area, sought funding from Hillcrest and PKC for a Community Hub and organised successful seasonal activities and fun days.

Recognizing that the inequalities and needs of an emerging community can be complex, the emergence of Oudenarde Community Group has brought agencies and workers together, which has contributed to the continuing progress of the group development plan to take forward community projects, achieve the development of getting a Community Hub, which will improve the quality of life chances and health of the Oudenarde Community.

*"It has been rewarding being part of a group that has given the families in our community the opportunity to get together and try new things and have fun." (Participant)*



Once again there has been increased participation in community projects, with almost 30,000 people involved and the capacity staff have supported 144 different groups throughout that time. Access to funding has been a high priority amongst the groups supported by the capacity staff and over £160,000 funding has been accessed by groups throughout Perth & Kinross in this year.

Environmental projects play a key role in Perth and Kinross, and Letham Climate Challenge has been supported by capacity staff to access £60,000 from the International Climate Fund to continue their work in the creation and progression of their allotment sites and the running of their swap shop and also to look at future developments for the area.

**We continually strive to improve the accessibility of our services.**

We continue to be active in ensuring that services are accessible to all customers. All Peoples' Network computers have text-to-speech software WordTalk installed to provide help for visually impaired users. We also have TextHELP Read&Write 10 GOLD literacy support software to assist individuals with dyslexia, literacy difficulties or who have English as a Second Language. The library service continues its commitment to the RNIB 'Six Steps' programme, which ensures that its services are accessible to individuals who are blind or visually impaired.

The elderly and housebound continue to get a valuable service from the library using the volunteer services in the form of the RVS and such services as Bertie Bus in Strathearn. Over the course of the year 263 housebound people have received a service. Libraries also have regular visits from local day centres and offer activities using computers and storytelling.

Libraries are working in partnership with the Perth branch of Soroptimists International to offer a Digital Participation programme in residential and care homes, delivering 137 sessions to date. This has opened up opportunities for residents to talk to their families around the world, access music to lift mood and stimulate memories, to set up e-mail

accounts and shop on-line as well as research family history.

Tackling inequalities is a key feature in all localities including a project in Kinross where staff worked with the gypsy traveller community to investigate further engagement opportunities, which led to the development of a local working group. Delivery of all activities has been a result of the partnership work with all key stakeholders and aims to remove barriers to participation to enable inclusion and build community cohesion.

### **Case Study: Gypsy/Traveller Literacy Group**

The Kinross Locality Plan for CLD service encourages workers to reach out to local Gypsy/Traveller families who are a marginalized and socially excluded group. Young Gypsy/Travellers experience significant interruptions in school based formal learning. Young People aged 11 – 18 years often do not attend school or learning activities, other than those provided by the family and peers.

Community Learning and Development (CLD) workers; Community Capacity Building, Youth Services and Adult & Family Learning workers made regular visits to local Traveller Sites to establish and build relationships and provide information about services, events and activities in the area. A number of specific activities were developed and delivered such as; A Traveller-only Literacy Group, a Family Literacy Project and participation in National Poetry Day.

Traveller culture supports working in family groups, and this in turn has been conducive to allowing the whole CLD team to work together providing; drama, jewellery making, cookery, wellbeing events, volunteering opportunities as well as literacy programmes. Consistent and regular provision and on site engagement has resulted in families returning to literacy learning year on year.

*"Coming to this class I am doing things I would never have done before. I enjoyed talking about the objects and my life". (Christine, mum)*

Recently released prisoners and their families have been supported with Prison Connection which connects people liberated from prison to learning/volunteer opportunities in their community. Support is also given to local people with learning disabilities through groups such as the "Us and Housing" group and also the capacity staff assist groups who give support to people with mental health issues.

## Engaging with Service Users

This section of the report presents an overview of how Education and Children's Services engages with stakeholders to inform service development and improvement.

A variety of processes are used to engage with children, young people, their families and carers around vulnerability and protection, including the annual *How Good is Our School at Helping Me to Stay Safe Survey*. This year over 2,600 primary and secondary pupils took part, from across Perth and Kinross schools, including Independent Schools. The results clearly demonstrate that children and young people have a good awareness and understanding about keeping themselves safe; a good knowledge of where and when to seek help and a confidence that they would get the help when they needed it.

The Wellbeing Survey was completed by 177 staff members from across Education, Health (NHS) and Social Work Services. The survey was organised around the quality indicators set out in the Care Inspectorate's self-evaluation guide for services for children entitled *How well are we improving the lives of children and young people?*. The results were very positive, and provide valuable evidence of how well the GIRFEC approach is leading to tangible improvements in joint working practices and to better outcomes for children, young people and families, with 84% of respondents stating that they were positive about the future of services for children and families.

Schools use a variety of techniques to gather views from pupils, parents and carers. We actively engage with the parents of children in schools. Parents are involved in Extended Learning and Achievement visits and a range of partners are involved in locality evaluations around the learning community. In addition Elected Members are invited to attend all public meetings held after the publication of an inspection report. Parent's views are sought before, during and after all Additional Support Needs (ASN) meetings to determine satisfaction in process and procedures and parents views are also sought during Navigate reviews.

Senior pupils from Perth High School, assisted by staff from the Scottish Violence Reduction Unit, presented at the national Children in Scotland conference hosted by Perth & Kinross at Perth Racecourse. The mentors ably articulated the drivers behind the Mentors in Violence Prevention (MVP) programme and engaged with delegates to discuss relevant issues relating to relationship abuse and the impact that the programme has had upon their own thinking and that of their peers.

The Educational Psychology Service conducted a stakeholder event in June 2015, designed as part of the on-going self-evaluation work to gain genuine and robust feedback from partners that would help improve service delivery for children and young people in Perth and Kinross and to improve our partnerships with other services.

All educational establishments in Perth and Kinross were asked to complete an online questionnaire to evaluate the service provided by the Educational Psychology Service. Overall, the service provided was greatly valued by school and other educational establishments who responded. 61% of primary schools, 75% of other educational establishments and 83% of secondary schools stated that they greatly valued the work of the service.

Sport and Active Recreation staff have used questionnaires and surveys, such as the Auchterarder Community Sports Partnership and the pupil survey at Kinross High School, to engage with participants and prospective participants so that their feedback and intelligence can help to shape the development of opportunities that will have a greater impact on their own development and learning and make experiences more worthwhile. Acting on such information and tailoring future opportunities accordingly, the Sport and Active Recreation service is helping to make a positive contribution to participants' overall wellbeing

Customer evaluation is embedded in cultural services events and activities. Customer

feedback is a key part of all library events and activities; it is gathered throughout the year by a variety of methods and changes and improvements are instigated in response to customer comments and feedback where possible and appropriate. During 2015, LIS undertook a self-evaluation exercise using 'How Good Is Our Cultural Services' (HGIOCS) quality indicators, which involved customers, volunteers and staff discussing strengths, weakness and areas for improvement; their viewpoints, ideas and comments were gathered throughout the discussions.

Museums and Galleries worked with the colleagues to develop a range of tools, including a monthly evaluation week, where visitor services staff promote short surveys to visitors. Response rates have increased from 350 responses in 2014 to 1,621 responses from April to July 2015.

The Council's Complaints Handling Procedure involves a two stage process: Frontline Resolution (FLR) and Investigation. Most FLRs are dealt with at the point of service delivery and usually concern issues around dissatisfaction with the service delivered or a member of staff. Investigations are usually concerned with more serious matters or where an FLR has not been resolved. 2014/15 has seen a significant rise in the recording of FLRs, however only 9% of FLRS were escalated to Stage 2, indicating the effective early resolution of complaints by staff at the FLR stage.

School complaints are activity scrutinized and monitored by both Heads of Service within Education Services through weekly reports for FLRs and monthly reports for Stage 2 investigations.

Improvements identified through complaints investigation are dealt with by the senior manager responsible for that service area. This is an important part of the process, as it can help us learn from a complaint, reduce the possibility of a similar complaint arising and can lead to improved customer satisfaction with our services. Complaints performance is reported to Education & Children's Services Senior Management, who monitor compliance with timescales and examine any emerging trends within areas of our Service.

*More detailed information on complaints is contained in Appendix 3.*

A number of teams in ECS support other, customer-facing areas of the business and internal customer focus for these is measured annually. At the end of 2014/15, 85% of respondents indicated satisfaction with the support they received from support functions.

## How Well Do We Improve the Quality of Our Work?

This section of the report presents an overview of Education and Children's Services' capacity for improvement.

**Section one of the report sets out some of the challenges and opportunities presented by a reduction in resources and changing demographics and trends in need. Within this context we continue to embrace an ambitious improvement programme. This section of the report presents an overview of the Services' capacity for improvement.**

### Developing, managing and improving partnerships

We have a strong focus on developing, managing and improving partnerships, based on a strong history of working in partnership which is evidenced by our work within early years, child protection and the transition project for children and young people with complex disabilities, and in particular the Children, Young People and Families Partnership.

Community Partnerships, with the support of the Community Capacity Building staff, play a major role in information sharing, communicating and networking within communities with the production and distribution of a number of newsletters including online editions, webpages and Facebook pages e.g. the South Perth Partnership has produced and delivered over 2,500 newsletters 4 times per year.

Libraries and Information Services have strong partnerships that contribute to service delivery and provide best value. They add capacity to the service, give opportunities to share skills and knowledge, which allow additional activities to take place throughout Perth & Kinross, thereby achieving efficiencies and delivering improved services to communities. The service is currently participating in a consortium made up of 6 Scottish Library Services who came together to procure a new Library Management System. The Consortium brings together professional knowledge and expertise, provides a stronger position when negotiating contracts; and the opportunity for achieving best value.

Museums and Galleries have developed a wide range of effective local and national partnerships in order to embed community working, maximise resources and to produce innovative collaboration, and strengthen our national networks. Partnership with funding bodies resulted in Museums & Galleries being awarded funding totalling £63,000 in 2014-2015 towards new acquisitions including important archaeological items allocated through Treasure Trove and improved interpretation

### Inclusion, equality and fairness in service delivery

We maintain a strong focus on ensuring inclusion, equality and fairness in our service delivery. The service operates an equalities working group and there are key equalities champions working across teams. Our core business requires us to work to a clear set of principles and guidelines based around Getting It Right For Every Child. The ethos of this approach is inclusion, equality and fairness in relation to meeting the needs of the individual.

We are confident that the service we provide to children and families is inclusive and fair, taking account of individual needs and circumstances.

### Leadership

Our leadership of improvement and change continues to be good and is evidenced in our commitment to delivering the transformation programme, a range of service reviews, implementing the provision of Early Learning and Childcare, our approach to implementing the principles of GIRFEC as well as other statutory requirements and in our commitment to delivering the strategic outcomes set out in the corporate plan. 83% of staff responding to the 2015 Employee Engagement Survey felt that they know how their job contributes to the Council's objectives. Work continues to lead

improvement through integrated working in localities and to ensure that expectations in relation to roles and responsibilities are clearly defined and communicated.

The Leadership Development and Induction Programme successfully supported newly appointed Head Teachers and provided further professional learning opportunities for existing Head Teachers. The programme was designed to develop participants' confidence in carrying out their professional and corporate role effectively in order to ensure delivery of expected outcomes.

The programme was broadened in its focus to include all newly appointed senior managers from across ECS. "Creative Leadership Conversations" events were also held to explore some of the leadership challenges currently facing Head Teachers and Senior Leaders. The most recent session explored Social Justice Leadership and was introduced by the Cabinet Secretary, Angela Constance MSP. All sessions have been very positively evaluated.

### Workforce/professional development

The Future Leaders and Managers Programme was designed and created in 2015 for individuals who aspire to the role of middle manager, or are newly appointed in post, by supporting them to acquire the knowledge and skills to manage people and structures effectively.

The programme also aims to instil a values based approach to leadership that will be reflected in managerial attitudes and behaviours and build participants' resilience and expertise in managing change.

The programme currently has 12 participants from across all services within ECS. On successful completion of this programme, candidates will be awarded Chartered Management Institute certificate at SCQF Level 6 in Leadership and Management from Perth College – University of the Highlands and Islands.

### Securing improvement

Self-evaluation continues to inform improvement and planning using a range of 'How Good is...' tools. Our continuing focus will be on evaluating: *How well do we deliver on outcomes? How well do we support individuals and communities? How well do we improve the quality of our work?*

The school improvement process is well established and is delivered through our School Improvement Framework. All schools evaluate the quality of their provision against the quality indicators in How Good Is Our School?.

Our approach to self-evaluation within Cultural and Community Services is supported by an on-going programme of locality based evaluations. Regular programmed community Learning and Achievement Visits have contributed to very good evaluations by Education Scotland regarding the impact on the lives of individuals, families and communities.

This year Sport and Active Recreation services used self-evaluation to look at how data and evidence is used within the service to identify and inform priorities and service developments and delivery, with a focus on three key indicators from How Good is our Culture and Sport?. This process identified a number of key strengths within the service, showing that the use of data and evidence is informing service improvements, although it was also identified that this needed to be more consistent and embedded across all areas of activity.

The Service recognises the need to continue to embed self-evaluation as a systematic, continuous process and to continue to improve evidence, ensuring that evaluations are focused on outcomes.



# Appendices

## Appendix 1: HMI Inspection of Schools, Overview by Performance Indicators

| Pre-School                          | Satisfactory or Better |     |         |     |         |     |         |     |         |     |
|-------------------------------------|------------------------|-----|---------|-----|---------|-----|---------|-----|---------|-----|
|                                     | 2010/11                |     | 2011/12 |     | 2012/13 |     | 2013/14 |     | 2014/15 |     |
|                                     | No.                    | %   | No.     | %   | No.     | %   | No.     | %   | No.     | %   |
| Improvements in performance         | 10                     | 100 | 5       | 100 | 7       | 100 | 5       | 100 | 3       | 100 |
| Children's experiences              | 10                     | 100 | 5       | 100 | 7       | 100 | 5       | 100 | 3       | 100 |
| Meeting learning needs              | 10                     | 100 | 5       | 100 | 7       | 100 | 5       | 100 | 3       | 100 |
| The curriculum                      | 10                     | 100 | 5       | 100 | 6       | 86  | 5       | 100 | 3       | 100 |
| Improvement through self-evaluation | 9                      | 90  | 4       | 80  | 5       | 71  | 5       | 100 | 3       | 100 |
| Total Number of Quality Indicators  | 50                     | -   | 25      | -   | 35      | -   | 25      | -   | 15      | -   |
| Total Number of Inspections         | 10                     | -   | 5       | -   | 7       | -   | 5       | -   | 3       | -   |

| Primary                             | Satisfactory or Better |     |         |     |         |     |         |     |         |     |
|-------------------------------------|------------------------|-----|---------|-----|---------|-----|---------|-----|---------|-----|
|                                     | 2010/11                |     | 2011/12 |     | 2012/13 |     | 2013/14 |     | 2014/15 |     |
|                                     | No.                    | %   | No.     | %   | No.     | %   | No.     | %   | No.     | %   |
| Improvements in performance         | 8                      | 100 | 5       | 100 | 6       | 100 | 3       | 100 | 4       | 100 |
| Learners' experiences               | 8                      | 100 | 5       | 100 | 6       | 100 | 3       | 100 | 4       | 100 |
| Meeting learning needs              | 8                      | 100 | 5       | 100 | 6       | 100 | 3       | 100 | 4       | 100 |
| The curriculum                      | 8                      | 100 | 5       | 100 | 5       | 83  | 3       | 100 | 4       | 100 |
| Improvement through self-evaluation | 8                      | 100 | 4       | 80  | 5       | 83  | 3       | 100 | 4       | 100 |
| Total Number of Quality Indicators  | 40                     | -   | 25      | -   | 30      | -   | 15      | -   | 20      | -   |
| Total Number of Inspections         | 8                      | -   | 5       | -   | 6       | -   | 3       | -   | 4       | -   |

| Secondary                           | Satisfactory or Better |   |         |     |         |     |         |     |         |   |
|-------------------------------------|------------------------|---|---------|-----|---------|-----|---------|-----|---------|---|
|                                     | 2010/11                |   | 2011/12 |     | 2012/13 |     | 2013/14 |     | 2014/15 |   |
|                                     | No.                    | % | No.     | %   | No.     | %   | No.     | %   | No.     | % |
| Improvements in performance         | 0                      | 0 | 2       | 100 | 2       | 100 | 2       | 100 | 0       | 0 |
| Learners' experiences               | 0                      | 0 | 2       | 100 | 2       | 100 | 2       | 100 | 0       | 0 |
| Meeting learning needs              | 0                      | 0 | 2       | 100 | 2       | 100 | 2       | 100 | 0       | 0 |
| The curriculum                      | 0                      | 0 | 2       | 100 | 1       | 50  | 2       | 100 | 0       | 0 |
| Improvement through self-evaluation | 0                      | 0 | 1       | 50  | 1       | 50  | 2       | 100 | 0       | 0 |
| Total Number of Quality Indicators  | 0                      | - | 10      | -   | 10      | -   | 10      | -   | 0       | - |
| Total Number of Inspections         | 0                      | - | 2       | -   | 2       | -   | 2       | -   | 0       | - |

Source: HMI Inspection Reports. Inspections analysed above by date of inspection.

|  | Good or Better |    |         |     |         |     |         |     |         |     |
|--|----------------|----|---------|-----|---------|-----|---------|-----|---------|-----|
|  | 2010/11        |    | 2011/12 |     | 2012/13 |     | 2013/14 |     | 2014/15 |     |
|  | No.            | %  | No.     | %   | No.     | %   | No.     | %   | No.     | %   |
|  | 9              | 90 | 5       | 100 | 7       | 100 | 5       | 100 | 3       | 100 |
|  | 9              | 90 | 5       | 100 | 7       | 100 | 5       | 100 | 3       | 100 |
|  | 8              | 80 | 5       | 100 | 7       | 100 | 5       | 100 | 3       | 100 |
|  | 7              | 70 | 4       | 80  | 5       | 71  | 4       | 80  | 3       | 100 |
|  | 5              | 50 | 4       | 80  | 4       | 57  | 4       | 80  | 3       | 100 |
|  | 50             | -  | 25      | -   | 35      | -   | 25      | -   | 15      | -   |
|  | 10             | -  | 5       | -   | 7       | -   | 5       | -   | 3       | -   |

|  | Good or Better |    |         |     |         |    |         |     |         |     |
|--|----------------|----|---------|-----|---------|----|---------|-----|---------|-----|
|  | 2010/11        |    | 2011/12 |     | 2012/13 |    | 2013/14 |     | 2014/15 |     |
|  | No.            | %  | No.     | %   | No.     | %  | No.     | %   | No.     | %   |
|  | 4              | 50 | 5       | 100 | 5       | 83 | 3       | 100 | 3       | 75  |
|  | 6              | 75 | 5       | 100 | 5       | 83 | 3       | 100 | 4       | 100 |
|  | 4              | 50 | 5       | 100 | 4       | 67 | 3       | 100 | 4       | 100 |
|  | 3              | 38 | 4       | 80  | 5       | 83 | 3       | 100 | 4       | 100 |
|  | 3              | 38 | 4       | 80  | 4       | 67 | 3       | 100 | 4       | 100 |
|  | 40             | -  | 25      | -   | 30      | -  | 15      | -   | 20      | -   |
|  | 8              | -  | 5       | -   | 6       | -  | 3       | -   | 4       | -   |

|  | Good or Better |   |         |     |         |    |         |     |         |   |
|--|----------------|---|---------|-----|---------|----|---------|-----|---------|---|
|  | 2010/11        |   | 2011/12 |     | 2012/13 |    | 2013/14 |     | 2014/15 |   |
|  | No.            | % | No.     | %   | No.     | %  | No.     | %   | No.     | % |
|  | 0              | 0 | 2       | 100 | 1       | 50 | 2       | 100 | 0       | 0 |
|  | 0              | 0 | 2       | 100 | 1       | 50 | 2       | 100 | 0       | 0 |
|  | 0              | 0 | 2       | 100 | 1       | 50 | 2       | 100 | 0       | 0 |
|  | 0              | 0 | 1       | 50  | 1       | 50 | 2       | 100 | 0       | 0 |
|  | 0              | 0 | 1       | 50  | 1       | 50 | 2       | 100 | 0       | 0 |
|  | 0              | 0 | 1       | 50  | 1       | 50 | 2       | 100 | 0       | 0 |
|  | 0              | - | 10      | -   | 10      | -  | 10      | -   | 0       | - |
|  | 0              | - | 2       | -   | 2       | -  | 2       | -   | 0       | - |

## Appendix 2: School Leaver Destinations (initial)

| Total no. of school leavers |          | Full time higher education |            | Full time further education |            | Training |            | Employment |            | Voluntary |            | Activity Agreement |            | Unemployed and seeking employment or training |            | Unemployed and not seeking employment or training |            | Destination unknown |            |
|-----------------------------|----------|----------------------------|------------|-----------------------------|------------|----------|------------|------------|------------|-----------|------------|--------------------|------------|---|------------|---|------------|---------------------|------------|
| PKC                         | Scotland | PKC %                      | Scotland % | PKC %                       | Scotland % | PKC %    | Scotland % | PKC %      | Scotland % | PKC %     | Scotland % | PKC %              | Scotland % | PKC %   | Scotland % | PKC %   | Scotland % | PKC %               | Scotland % |
| 2009/10                     | 1,428    | 35                         | 36         | 28                          | 27         | 2        | 5          | 23         | 18         | *         | 0.3        |                    |            | 10  | 11         | 0.8   | 1          | *                   | 0.6        |
| 2010/11                     | 1,386    | 37                         | 36         | 26                          | 27         | 5        | 6          | 23         | 19         | 0.4       | 0.5        | 0.0                | 0.5        | 8   | 10         | 1   | 1          | 0.4                 | 0.3        |
| 2011/12                     | 1,283    | 39                         | 37         | 27                          | 27         | 4        | 5          | 21         | 20         | 0.7       | 0.4        | 0.6                | 0.9        | 5   | 8          | 1   | 1          | 0.4                 | 0.4        |
| 2012/13                     | 1,382    | 36                         | 37         | 29                          | 28         | 3.3      | 5          | 23         | 20         | 0.7       | 0.5        | 0.4                | 1          | 6   | 7          | 1   | 1          | 0.4                 | 0.3        |
| 2013/14                     | 1,296    | 41                         | 40         | 28                          | 26         | 1.7      | 4          | 22         | 21         | 0.4       | 0.4        | 0.8                | 1          | 5   | 6          | 0.6   | 1          | 0.5                 | 0.3        |
| 2014/15                     | 1,489    | 38                         | 38         | 26                          | 28         | 2        | 4          | 24         | 22         | 1         | 0.4        | 0.5                | 1          | 5   | 5          | 2.7   | 1          | 0.5                 | 0.5        |

Source: Initial Destinations of School Leavers 2014/15

Figures based on less than 5 have been suppressed for disclosure and quality reasons.

Activity Agreement included for the first time 2010/11.

## Appendix 3: Complaints

**Table 1: Stage 1 - Frontline Resolutions (FLRs) complaints**

| Number of FLR complaints                                |    | 2014/2015 |
|---|----|-----------|
| Total   |    | 245       |
| Resolved at Stage One                                   |    | 218       |
| FLR Complaints by Category                              |    |           |
| Communication   | 24 | (10%)     |
| Employees   | 68 | (28%)     |
| Equalities  | 3  | (1%)      |
| Other   | 41 | (17%)     |
| Policy and Procedure                                    | 22 | (9%)      |
| Service Provision                                       | 87 | (35%)     |
| FLR Response Rate                                       |    |           |
| % complaints given full response within 10 working days |    | 70%       |
| FLR Outcome   |    |           |
| Not Upheld  | 64 | (43%)     |
| Partially Upheld  | 43 | (17%)     |
| Upheld  | 71 | (29%)     |
| Not Disclosed   | 27 | (11%)     |
| Ongoing   | 0  | -         |

**Table 2: Stage 2 – Investigations**

| Number of Investigations  |    | 2014/2015 |
|---|----|-----------|
| Total   |    | 29        |
| Number of Investigations by Category                                |    |           |
| Communication   | 1  | (3%)      |
| Employees   | 7  | (24%)     |
| Equalities  | 0  | -         |
| Other   | 2  | (7%)      |
| Policy and Procedure  | 8  | (28%)     |
| Service Provision   | 11 | (38%)     |
| Investigations Response Rate  |    |           |
| % complaints given full response within timescale (20 working days) |    | 37%       |

Formal complaints can take longer than 20 working days to investigate and respond to. This is primarily due to the complexity of the complaint and school holidays. For example, complaints can involve multiple interviews (teachers, pupils, support staff, complainants and other witnesses) and the gathering of information from a range of sources. During the process, the complainant is kept fully informed of the progress of the investigation, the reason(s) for any delay and the revised response date. Whilst the Service endeavours to meet the response timescale, priority is given to a full and robust investigation with an emphasis on resolving the complaint where possible.

| Total number of Investigations Complaint Points | Not Upheld | Outcome Partially Upheld | Upheld |
|---|------------|--------------------------|--------|
| 93  | 76 (82%)   | 12 (13%)                 | 5 (5%) |

The most common reasons for not reaching a conclusion for a complaint are contradictory subjective evidence and/or a lack of any other supporting evidence or witnesses.



**Table 3: Formal Complaints: Social Work**

Number of Complaints escalated to Stage 2

| 11/12 | 12/13 | 13/14 | 14/15 |
|-------|-------|-------|-------|
| 2     | 5     | 5     | 3     |

Complaints by Category

| Category of Complaint                             | Complaints per category |       |       |       |
|---|-------------------------|-------|-------|-------|
|   | 11/12                   | 12/13 | 13/14 | 14/15 |
| Service Delivery                                  | 1                       | 1     | 0     | 0     |
| Staff attitude / performance                      | 1                       | 2     | 5     | 2     |
| Service Delivery and Staff attitude / performance | 0                       | 2     | 0     | 0     |
| Customer Service Standards                        | 0                       | 0     | 0     | 0     |
| Inadequate Service                                | 0                       | 0     | 0     | 1     |
| Disputed Decision                                 | 0                       | 0     | 0     | 0     |
| Failed Service request                            | 0                       | 0     | 0     | 0     |
| Policy / Procedure                                | 0                       | 0     | 0     | 0     |
| Refusal of Service                                | 0                       | 0     | 0     | 0     |
| Disputed Assessment                               | 0                       | 0     | 0     | 0     |
| Officers' conduct                                 | 0                       | 0     | 0     | 0     |

Response Rate - % of complaints acknowledged within timescale

| 11/12 | 12/13 | 13/14 | 14/15 |
|-------|-------|-------|-------|
| 100%  | 100%  | 100%  | 100%  |

Number of complaints escalated to Complaints Review Committee

| 11/12 | 12/13 | 13/14 | 14/15 |
|-------|-------|-------|-------|
| 1     | 0     | 1     | 0     |

*Social Work complaints have a response timescale of 28 calendar days.*

