

**PERTH AND KINROSS COUNCIL**

**Lifelong Learning Committee – 16 January 2013  
Scrutiny Committee – 13 February 2013**

**STANDARDS AND QUALITY REPORT 2011/12**

**Report by Executive Director (Education and Children's Services)**

**ABSTRACT**

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 improvement.

**1 RECOMMENDATIONS**

It is recommended that the Lifelong Learning Committee:

- 1.1 Considers and accepts the Education and Children's Services Standards and Quality Report 2011/12 (Appendix 1); and
- 1.2 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.

It is recommended that the Scrutiny Committee:

- 1.1 Scrutinises and comments as appropriate on the Education and Children's Services Standards and Quality Report 2011/12 (Appendix 1).

**2 BACKGROUND**

- 2.1 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 (Report 99/142 refers) and since 2003, this has been extended to cover all aspects of Education and Children's Services.
- 2.2 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 ongoing commitment to public performance reporting.

**3 PROPOSALS**

- 3.1 Education and Children's Services will continue to support the delivery of the 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.

- 3.2 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 learners, participants, children, young people and communities.
- 3.3 The Service uses a range of self evaluation frameworks including:
- How Good is Our Council?
  - How Good is Our Community Learning and Development?
  - Quality Management in Education 2;
  - How Good is Our School?
  - How Well Are We Improving the Lives of Children and Young People? (draft published for consultation)
  - How Good is Our Culture and Sport?
- 3.4 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 our leadership is; and our capacity to improve.
- 3.5 In summary the Service's key strengths are:
- a strong culture and ethos of improving outcomes through integrated services and partnership working at all levels;
  - good progress in delivering better outcomes for vulnerable children including those in their early years with outstanding individual support provided to children and families;
  - 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 line with our strategic framework Creating a Curriculum for Excellence and emerging national guidance;
  - a wide range of both universal and targeted learning opportunities are improving access to learning in all localities; and
  - continued delivery of high quality IT service in the context of a major review of IT service delivery.
- 3.6 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 2013/2016. In summary our key improvement actions include:
- implementing the Early Years Strategy;
  - extending the range of quality of provision for children and young people with emotional, social and behavioural needs and with autistic spectrum disorders;
  - implementing the Improvement Plan arising from the Care Inspectorate Joint inspection of services to protect children and young people in Perth

and Kinross 2011 and the action plan to deliver better outcomes for Looked After Children;

- continuing to raise attainment and achievement;
- ensuring all schools have a clear curriculum model in line with values, purposes and principles of Curriculum for Excellence;
- taking forward the actions arising from the review of culture and leisure delivery arrangements (Securing the Future for Culture and Leisure Services, Council, 28 September 2011); and
- developing and delivering major ICT infrastructure projects to support the organisation to deliver business change efficiency and meet the needs of 21<sup>st</sup> century public services.

3.7 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 ongoing commitment to report to the public on the performance of the services we provide.

#### **4 CONSULTATION**

The Head of Legal Services and the Head of Democratic Services have been consulted in the preparation of this report.

#### **5 RESOURCE IMPLICATIONS**

The implications arising from this report will be contained with Education and Children's Services' revenue budget.

#### **6 COUNCIL CORPORATE PLAN OBJECTIVES 2009-2012**

6.1 The Council's Corporate Plan 2009-2012 lays out five Objectives which provide clear strategic direction, inform decisions at a corporate and service level and shape resources allocation. They are as follows:

- (i) Provide a Safe, Secure and Welcoming Environment
- (ii) Promote Healthy, Caring Communities
- (iii) Build a Prosperous, Sustainable and Inclusive Economy
- (iv) Develop Educated, Responsible and Informed Citizens
- (v) Support Confident, Active and Inclusive Communities

This report supports delivery of all five Corporate Objectives.

6.2 The report also links to the Education and Children's Services Policy Framework in respect of the following key policy area:

- Change and Improvement.

#### **7 EQUALITIES ASSESSMENT**

7.1 An equality impact assessment needs to be carried out for functions, policies, procedures or strategies in relation to race, gender and disability and other relevant protected characteristics. This supports the Council's legal

requirement to comply with the duty to assess and consult on relevant new and existing policies.

- 7.2 This report explicitly considers attainment by gender, in addition to the attainment of pupils with a main language other than English and Looked After Children. Where appropriate, improvement policies, procedures or strategies will require equalities assessments to ensure compliance with our duty to ensure there is no adverse impact on any community group.

## 8 STRATEGIC ENVIRONMENTAL ASSESSMENT

- 8.1 Strategic Environmental Assessment (SEA) is a legal requirement under the Environmental Assessment (Scotland) Act 2005 that applies to all plans, programmes and strategies, including policies (PPS).
- 8.2 The matters presented in this report were considered under the Environmental Assessment (Scotland) Act 2005 and it was assessed that no further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

## 9 CONCLUSION

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 Services Business Management and Improvement Plan 2013/2016.

**JOHN FYFFE**  
**Executive Director (Education and Children's Services)**

**Note:** No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

**Contact Officer:** Joanna Gilchrist, Team Leader, Performance and Scrutiny Extn 76391, Email: [JGilchrist@pkc.gov.uk](mailto:JGilchrist@pkc.gov.uk)  
**Address of Service:** Pullar House, 35 Kinnoull Street, Perth PH1 5GD  
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**Appendix 1** Standards and Quality Report 2011/12

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E-mail: [ecsgeneralenquiries@pkc.gov.uk](mailto:ecsgeneralenquiries@pkc.gov.uk)



Council Text Phone Number 01738 442573



# Education and Children's Services

## Standards and Quality Report 2011/12



Securing the future... • *Improving services*  
• *Enhancing quality of life* • *Making the best use of public resources*

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# Foreword

## Welcome to our Standards and Quality Report 2011/12.

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

Education and Children's Services continues to support better outcomes for people and communities across Perth and Kinross. We do this by putting people at the centre, focussing on the delivery of outcomes in line with GIRFEC<sup>1</sup> and delivering high quality, integrated services.

We continue to **support vulnerable children and families**. Working against a backdrop of increasing demand and new and emerging child protection policy, legislative and practice changes we have continued to work together 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 being listened to, understood and respected and are getting the help they need, when they need it and for as long as they need it. In line with our [Children and Families' Services Strategy](#) our work on preventative approaches and early intervention is ongoing and we are making good progress with the action plan to deliver better outcomes for vulnerable children including those in their early years.

**Raising achievement for all** remains a key priority. Attainment levels within Perth and Kinross have once again improved and we continue to make progress narrowing the attainment gap between our most deprived and lowest attaining pupils and all S4 pupils. Good progress has been made with Curriculum for Excellence implementation in line with our strategic framework [Creating a Curriculum for Excellence](#) and emerging national guidance and the well planned, proportionate support and challenge provided for schools through the School Improvement Framework is leading to

improved evaluations in almost all schools during external inspection.

We continue to invest in **improving the quality of life for individuals and communities**. Following improvements to the foyer space and art galleries at Perth Museum and Art Gallery in March 2012 we completed a refurbishment of the AK Bell Library in April/May. We continue to support a vibrant and active network of local sports clubs, to develop interschool and extra curricular sport and to widen participation, the Olympic Torch event providing the opportunity to inspire young people to choose sport. We also continue to provide adults with access to a wide range of learning opportunities which support them with their core skills and which also gives them access to accreditation.

Our Corporate Business Change and IT division has a key role in **enabling the delivery of high quality public services** and ensuring that we can successfully address both the challenges and opportunities ahead. We have made progress with the implementation of our programme of transformational change, our Draft School Estate Strategy 2012/17 was approved on the 30 August 2012 and we continue to manage our operational procedures in accordance with our Statutory Duties.

As with all Councils we face many challenges. Our focus remains firmly on achieving meaningful outcomes by ensuring that our services are responsive and built around the needs of service users and communities.

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

**John Fyffe**  
*Executive Director, Education and Children's Services*

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<sup>1</sup> Getting it Right for Every Child

# Executive summary

## This section of the report provides a summary of Education and Children's Services' key strengths and of our key improvement actions.

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 key performance outcomes we have achieved across Education and Children's Services in 2011/12 and highlights examples of the impact our services have made to learners, participants, service users and communities. The report presents an evaluation of the Service's capacity to improve and identifies key actions to achieve ongoing improvement.

In summary, our **key strengths** are:

- ✓ a strong culture and ethos of improving outcomes through integrated services and partnership working at all levels;
- ✓ good progress in delivering better outcomes for vulnerable children including those in their early years with outstanding individual support provided to children and families;
- ✓ 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 line with our strategic framework Creating a Curriculum for Excellence and emerging national guidance;
- ✓ a wide range of both universal and targeted learning opportunities are improving access to learning in all localities; and

- ✓ Continued delivery of high quality IT service in the context of a major review of IT service delivery.

As a result, Education and Children's Services has continued to gain recognition for a range of services and remain committed to sharing good practice.

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.

In summary our **key improvement actions** include:

- ✓ implementing the Early Years Strategy;
- ✓ extending the range of quality of provision for children and young people with emotional, social and behavioural needs and with autistic spectrum disorders;
- ✓ implementing the Improvement Plan arising from the Care Inspectorate Joint inspection of services to protect children and young people in Perth and Kinross 2011 and the action plan to deliver better outcomes for Looked After Children;
- ✓ continuing to raise attainment and achievement;
- ✓ ensuring all schools have a clear curriculum model in line with values, purposes and principles of Curriculum for Excellence;
- ✓ taking forward the actions arising from the review of culture and leisure delivery arrangements ([Securing the Future for Culture and Leisure Services, Council, 28 September 2011](#)); and
- ✓ developing and delivering major ICT infrastructure projects to support the organisation to deliver business change efficiency and meet the needs of 21<sup>st</sup> century public services.



# Education and Children's Services

**Our vision is of a confident and ambitious Perth and Kinross with a strong identity and clear outcomes that everyone works together to achieve. Our area will be vibrant and successful; a safe, secure and healthy environment; and a place where people and communities are nurtured and supported.**

## Priorities and Values

Our key Service priorities support the delivery of our commitments in the [Single Outcome Agreement \(SOA\)](#) and [Corporate Plan](#), helping us to focus on achieving meaningful improvements for our learners, participants, children and young people and communities.

The **four priorities for Education and Children's Service's** are:

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

We operate to a clear set of **values**:

- ✓ integrity;
- ✓ openness and transparency;
- ✓ promotion of social equality and justice; and
- ✓ diligence and effectiveness.

We are committed through our [Statement of Intent](#) and [Policy Framework](#) to provide lifelong learning opportunities for all our residents, from toddlers to school children to adult learners and communities.

## Context

In line with both the Scottish Government Programme for Government and the Christie Commission a key driver for Education and Children's Services is a coherent shift to a greater focus on prevention and early intervention to tackle the root causes of inequality and negative outcomes. Both our Early Years Strategy and our approach to

implementing the principles of GIRFEC<sup>2</sup> aim to ensure that we provide children and young people with the best possible start in life and that, together with our partners, we intervene at the earliest possible point and provide intensive targeted support to address issues or concerns where required.

An ongoing focus for the Service is the implementation of Curriculum for Excellence (CfE). CfE sets us the challenge of helping all children and young develop the skills and attributes required to enable them to develop as successful, responsible, effective citizens.

Key to our approach is sustained provision and partnership working, responding to changes in demand and need. Our ongoing focus is to ensure that children and young people are safe, healthy, achieving, nurtured, active, respected, responsible and included and that they receive the help they need, when they need it. Linked to this, personalisation is driving the shape of all public services and the Service recognises the need to engage individuals, families and communities and to work in new ways with other parts of the public sector to be effective.

A key focus for the Service will be to prepare for, and respond to, new legislation including The Children and Young People Act and the Community Empowerment and Renewal Act while the McClelland Review is a major driver for change in the public sector IT environment.

**Demographics:** The estimated population of Perth and Kinross in 2011 was 149,520; an increase of 1.2% from 147,780 in 2010. Since 1985 the population of Perth and Kinross has risen and this growth is projected to continue. Although it is the 75+

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<sup>2</sup> Getting it Right for Every Child is a national programme to improve outcomes for all children.

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>3</sup>. In the 2012 pupil census there were 7,618 secondary pupils and 9,848 primary pupils attending Perth and Kinross Council schools. In line with pupil projections the primary one school roll had increased by 9% compared to 2010. It is anticipated that population growth will continue to place increasing demands on our services, particularly in matching provision to areas of growth.

Further 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. Eight primary schools have fewer than 20 pupils (and an additional two are currently mothballed) whilst two have over 400 pupils<sup>4</sup>.

Narrowing the inequality gap and supporting community capacity is a key challenge for the Council and our partners. Deprivation and disadvantage is concentrated in areas of North Perth such as Letham/Hillyland, Fairfield and Muirton and in Rattray in Eastern Perthshire.

Supporting and protecting vulnerable children and adults is our most important responsibility and we work closely with other public agencies to ensure that effective measures are in place. Key trends include a year-on-year increase in the number of child care concerns reports being received (see Appendix 5).

**Education and Children’s Services has a key role in delivering a range of services to address these challenges across education, child protection and community learning and development.**

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,

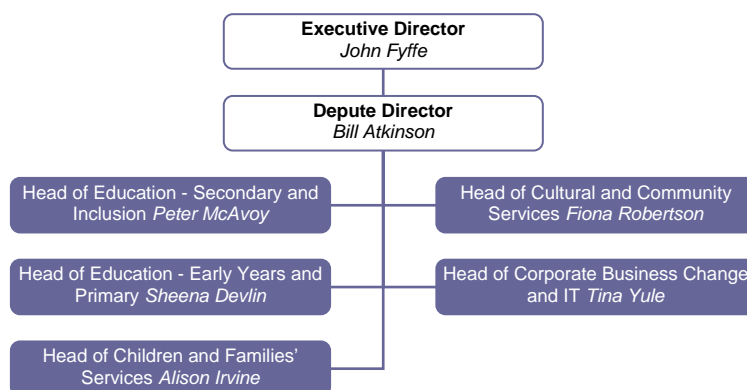
contracts, partnerships and agreements with other providers, agencies and services. The Council is responsible for 10 secondary, 75 primary, one special school (nursery, primary and secondary) and one pre-school centre.

Since 2009, we have opened six community campuses across Perth and Kinross offering 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 13 libraries (including 3 mobile) and 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. Within the campus the Cottages provide residential childcare. 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.

The management of the Service is organised into five service delivery areas each led by a Head of Service 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 have a clear focus on integrated working.

**Diagram 1: ECS Senior Management Team**



<sup>3</sup> Source: [www.gro-scotland.gov.uk/statistics/index.html](http://www.gro-scotland.gov.uk/statistics/index.html)

<sup>4</sup> Source: 2012 Pupil Census

# What key outcomes have we achieved?

This section of the report sets out some of the key performance outcomes we have achieved across our priorities.

## Supporting and Protecting Vulnerable Children and Families

### Care Inspectorate Inspections

Good inspection reports continue to evidence high standards across services to support and protect vulnerable children and families.

This year we have received two positive [Care Inspectorate reports on Woodlea Cottage](#). Woodlea Cottage opened in June 2010. The service provides young people with complex, multiple and enduring needs planned residential respite care at weekends and planned programmes of living away from home to assist them gain independence skills and experiences. Both inspections found the quality of care and support and the quality of staffing very good.

“ An excellent facility that provides a service that is hugely appreciated.

It is particularly gratifying that activities at Woodlea can be linked to educational and life skill development goals agreed with the school. ”

Carers views, [Care Inspectorate inspection of Woodlea Cottage, February 2012](#)

[An inspection of The Cottages](#) at Almondbank House was undertaken in September/October 2011. The Cottages provide emergency or respite residential care and support for children and young people. The inspection found both the quality of care and support and the quality of environment very good.

“ The knowledgeable and competent staff team worked very well with individual children/young people. Their careful assessment of the child/young person's needs encouraged the young people to fulfill their potential.

[Care Inspectorate inspection of The Cottages, October 2011](#)

Perth and Kinross Council young people's housing support service is based at Wellbank House. [An inspection of Wellbank House](#) was undertaken in August 2011. The inspection found the quality of care and support and the quality of staffing very good. The quality of management and leadership was good.

“ Overall we saw the service provided and the outcomes for young people were very good. The manager had a vision for continued growth and improvement in the service. Staff were committed to meeting the needs of the young people and to their own continuous professional development. Most young people we spoke to told us there was an ethos of respect in the service and that the service had made a difference for the better in their lives. ”

[Care Inspectorate inspection of Wellbank House, September 2011](#)

No requirements were identified by the Care Inspectorate through these inspections. Progress with improvements areas identified by the teams in their self evaluations and with the inspectors is reported together with the inspection reports to the [Executive Sub Committee of the Lifelong Learning Committee](#).

## Children and Families' Services

**[In line with our Children and Families' Services Strategy our work on preventative approaches and early intervention is ongoing and we are making good progress with the action plan to deliver better outcomes for vulnerable children including those in their early years.](#)**

Further to last year's positive [Care Inspectorate inspection of services to protect children and young people in Perth and Kinross](#) evidence from multi agency case file audits and reviews continues to demonstrate that children, young people and families are being listened to, understood and respected and that they are getting the help they need,

when they need it and for as long as they need it.

We are continuing to work with our partners to develop our child protection performance management information report. This is focussed on identifying needs, vulnerability, managing risk and developing approaches to measuring impact over time. Key trends include a year-on-year increase in the number of child care concerns reports being received and in the number of pre-birth assessment requests (Unborn Baby). Overall, the number of child protection investigations has remained relatively stable although, in many cases, the needs have become increasingly complex and/or multiple. Both the number of child/young people going to initial child protection case conference and the registration rate have also remained stable suggesting that the right children/young people are going forward to conference.

Continued appropriate reviewing, combined with care planning and support for families, enables children to be removed from the child protection register. However, a small number of children (<5) have been on the child protection register for over 18 months again reflecting an increase in the complexity of need being presented. We have continued to improve the percent of child protection case conferences within timescales agreed at initial assessment and to improve the percentage of looked after reviews held within timescale. Continued monitoring by improvement officers will identify any drift from target date as early as possible.

**Looked After Children Services have continued to develop and embed good practice across the range of services involved.**

Recruitment of carers has continued to be an area of focus, with emphasis for the second year running on increased recruitment of foster carers for teenagers. There are now 62 sets of carers approved. Nine are currently being assessed. This enables us to provide 48 temporary placements, 20 permanent placements, 12 regular respite placements and six short breaks respite placements<sup>5</sup>. In addition work continues to support kinship care.

<sup>5</sup> Respite carers can provide more than one respite placement over the course of a month.

Numbers of children and young people who have corporate parents remains stable, with an average of 18 young people involved at any one time. There continues to be a steady throughput of both children and young people (changing circumstances and child no longer wishing to have a corporate parent) and corporate parents (due to retirement and job changes). Work continues to encourage partner agencies to nominate corporate parents.

Through care and aftercare services are offered to young people who have previously @Scott Street, providing links with employability and Modern Apprentice opportunities.

**Continuing to improve:** We will continue to build on good practice and implement the action plan arising out of the joint inspection to protect children and young people, in addition to key actions to improve the outcomes for vulnerable children through the implementation of the [Children and Families' Services Strategy](#). A key area for continued improvement is to work with the Scottish Children's Reporter Administration (SCRA) to reduce delays in reporting.

## Raising Achievement for All

### HMI Inspections/Extended Learning and Achievement Visits

**The well planned, proportionate support and challenge provided for schools through the School Improvement Framework is leading to improved evaluations of the core quality indicators in almost all primary schools during 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

Nationally, a school is evaluated positively if it receives an evaluation of satisfactory in all three core quality indicators. Our expectation is that schools within Perth and Kinross should achieve good or better.

The proportion of pre-school centres and primary schools evaluated as good or better has improved. All five pre-school centres and primary schools inspected last session (2011/12) were evaluated as good or better in relation to the core quality indicators. Four out of the five were evaluated as good or better in relation to the curriculum and improvement through self evaluation. This is the second session that 100% of pre-school centres and primary schools have achieved a positive evaluation<sup>6</sup>.

#### Kinnoull Primary School

*Improvements in performance: very good*

'We found that your children are learning very well...New approaches to teaching reading are resulting in almost all children enjoying discussing texts and reading with confidence. Children in all classes are helped to develop effective talking and listening skills and most can listen and contribute effectively in groups. By P7, children write exceptionally well at length... Across the school, teachers are helping children to develop their numeracy skills in real-life contexts...Children are also making very good progress in other areas of their learning, particularly in the expressive arts...At all stages, children are developing a secure understanding of health and wellbeing.'

HMI inspection of Kinnoull Primary School, January 2012

#### Longforgan Primary School and Nursery Class

*Learner's/children's experiences: excellent*

*Improvement through self evaluation: very good*

'The ethos in the school is excellent...The highly-skilled staff reflect continuously on the quality of learning and teaching in the nursery and classrooms. Commendably, they discuss

<sup>6</sup> Satisfactory or better in all three core quality indicators.

and share best practice regularly with each other and with colleagues in other schools. Effective approaches to self-evaluation have led to innovative approaches to developing the curriculum and in achieving high-quality learning and teaching across the school.'

HMI inspection of Longforgan Primary School and Nursery Class, June 2012

#### St Stephen's RC Primary School

*Meeting Learning Needs: very good*

'The school provides particularly strong support for children who need additional help to make progress...Teachers provide a wide range of tasks, activities and resources to meet the needs of children with different abilities, particularly in English language and mathematics.'

HMI inspection of St Stephen's RC Primary School, January 2012

#### Comrie Primary School and Nursery Class

*The curriculum: very good*

'Children in the nursery and primary classes benefit from a very well planned curriculum... Staff plan opportunities for skills development well through interesting and relevant social studies, and science contexts that deepen children's understanding of the world.'

HMI Inspection of Comrie Primary School and Nursery Class, August 2012

Two secondary schools were inspected in 2011/12. Of the 10 quality indicators evaluated, eight (most) were good or better. Both inspections received good or better evaluations for the core quality indicators. For an overview by performance indicator see Appendix 1.

Most<sup>7</sup> parents surveyed as part of an inspection in 2011/12<sup>8</sup> feel that: the school helps their child to be more confident; their child enjoys learning at school; their child's learning is progressing well; and their child feels safe at school and is treated fairly. Overall most parents feedback that they are happy with the school.

Feedback from the pupils show that most pupils feel that: staff encourage them to do

<sup>7</sup> Almost all = 90% or greater; most = 75% to 89%; majority = 50% to 74%

<sup>8</sup> Results published for all six of the schools inspected during 2011/12.

their best and expect them to take responsibility for their own work in class; staff and pupils treat them fairly and with respect; they get the help when they need it; and they feel safe and cared for in school.

In pre-schools, feedback from parents during inspections is similarly positive<sup>9</sup>. Almost all parents are happy with the care and education their child gets; their child enjoys the learning experiences at nursery and is progressing well in learning; the nursery helps their child to be more confident; staff really know their child as an individual and support them well in the nursery; and their child feels safe in the nursery and is treated fairly.

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 District Inspector 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 improvements. This information is used to work with headteachers to determine the nature and frequency of support/challenge visits that will be appropriate for each school over the course of any session.

School visits form the core of the school improvement framework over a planned programme. Visits last session (2011/12) provided targeted support for learning and teaching and for assessment and moderation, taking account of expected progress with the implementation of Curriculum for Excellence. Visits were supported by the involvement of peer head teachers and, in the secondary sector, peer assessors. All parents have the opportunity to contribute to Extended Learning and Achievement Visits.

<sup>9</sup> Results published for four of the five pre-school centres inspected during 2011/12.

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

## Curriculum for Excellence Experiences and Outcomes

**Most pupils in P4 made good progress at First Level or beyond with their learning in Reading, Writing and Mathematics. At P7, most pupils made good progress at Second Level or beyond with their learning in Reading, Writing and Mathematics.**

This (2011/12) is the second academic session where the planned learning in all primary schools and in S1 and S2 in secondary schools has been undertaken and assessed against progress made in relation to Curriculum for Excellence experiences and outcomes.

Tables 1 and 2 show progress of P4 and P7 pupils in learning linked to Curriculum for Excellence levels of progression from Early through to First Level and Second Level and beyond. For further information about Curriculum for Excellence Levels of Learning see Appendix 2a.

**Table 1: P4 Curriculum for Excellence**

	P4 Pupils making expected progress at First Level or above				Trend
	2010/11		2011/12		
	No	%	No	%	
<b>Reading</b>	1,199	89.5	1,256	89.0	→
<b>Writing</b>	1,135	84.7	1,224	86.7	↑
<b>Mathematics</b>	1,183	88.3	1,256	89.0	→

Source: SEEMIS, 20 June 2012

**Table 2: P7 Curriculum for Excellence**

	P7 Pupils making expected progress at Second Level or above				Trend
	2010/11		2011/12		
	No	%	No	%	
<b>Reading</b>	1,175	81.9	1,198	82.9	→
<b>Writing</b>	1,108	77.3	1,139	78.8	↑
<b>Mathematics</b>	1,191	83.1	1,192	82.5	→

Source: SEEMIS, 20 June 2012

## Case Study: Creating a Standard Together

### *Curriculum for Excellence, skills for life, learning and work*

A new online toolkit, [Perth and Kinross Skills Framework, Creating a Standard Together](#), has been developed to provide practical support for staff in delivering skills for learning life and work. The development of this framework has been recognised nationally as sector leading, supporting the development of Curriculum for Excellence. The resource contains a variety of tools that schools and centres can use to evaluate their practice and support continuous improvement. In schools where this toolkit has been piloted there has been a significant improvement in the development of higher order skills in the children and young people. This was evidenced in the recent [HMI inspection of Longforgan Primary School and Nursery Class](#).

Assessment is an integral part of learning and teaching and a range of approaches are used. To ensure that there is a shared understanding of expected standards in literacy and numeracy across our schools, the toolkit describes an expectation of standards for literacy and numeracy for each level of Curriculum for Excellence. It also provides signposts for learners' emerging personal skills and attributes at each level. The standards described were cross referenced with other areas in Scotland to ensure a high aspiration for learners in Perth and Kinross.

Using the toolkit has helped teachers feel more informed and confident in their ability to make judgments of learners' achievements, to track learners' progress and plan more effectively for their next steps. Headteachers report greater awareness of the increased expectations intrinsic to Curriculum for Excellence. It is anticipated that this shared understanding will raise attainment in Perth and Kinross.

*'The teachers in my school feel much more confident about what our expectation of learners at each level should be. We want to make sure that we don't ever limit the children's progress by our lack of aspiration.'*

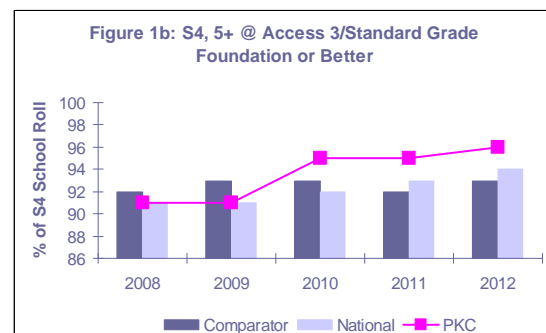
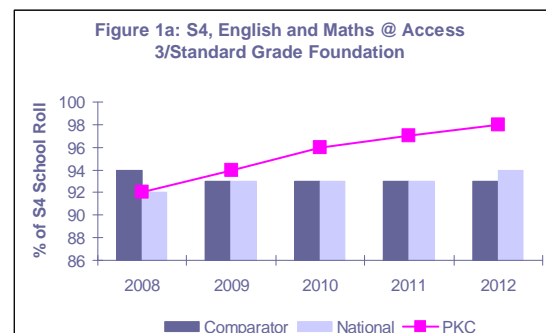
Headteacher

## Pupil Attainment: Scottish Qualification Authority Awards

**This year's (2011/12) SQA results demonstrate that we are continuing to make very good progress in raising the attainment of pupils in Perth and Kinross.**

Attainment in S4, S5 and S6 is measured against key national indicators for Scottish Qualifications Authority (SQA)<sup>10</sup> awards and compared to both the national average and our comparator average<sup>11</sup>. Our comparator authorities are Aberdeenshire, Argyll and Bute, Highland, Scottish Borders and Stirling. For further information about SQA awards see Appendix 2b.

**Improving performance:** Once again, performance has improved against the key national performance indicators set out in Appendix 2b and in 12 out of 13 measures is the best, or equal to the best, in over ten years. Performance in Perth and Kinross is now equal to, or above, the comparator average in 12 out of the 13 measures and above the national average in all 13 measures<sup>12</sup>.



**Focus on inclusion:** The results reflect a focus on improving the attainment of our lower achieving pupils over the past three years. 98% of S4 pupils left school with at least a

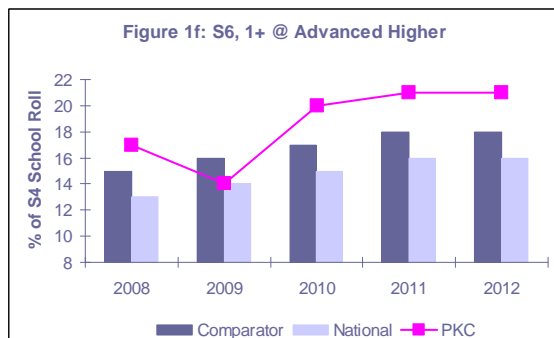
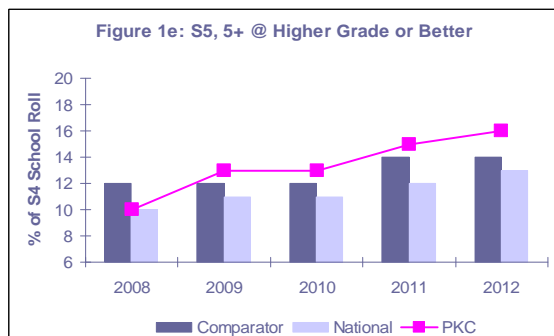
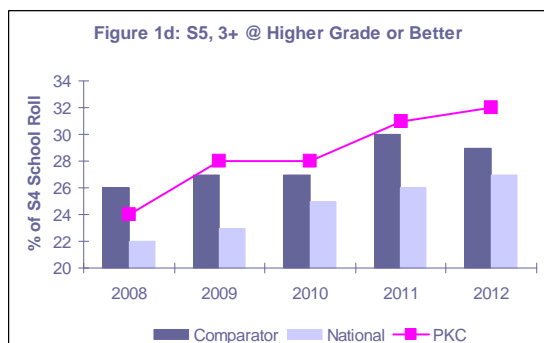
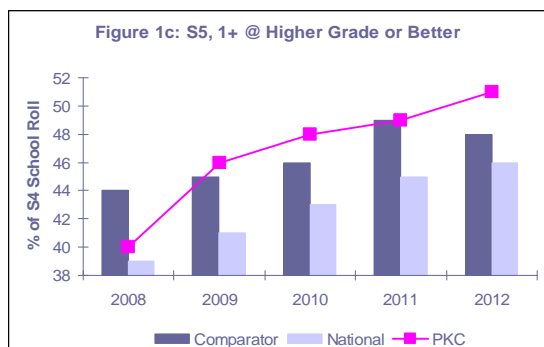
<sup>10</sup> The Scottish Qualifications Authority (SQA) is the national accreditation and awarding body in Scotland.

<sup>11</sup> Education Authorities which share similar socio-economic characteristics as defined by Education Scotland (then HMIe).

<sup>12</sup> Figures 1a – 1f illustrate the performance of Perth and Kinross compared to both the comparator and national average for key indicators at S4, S5 and S6. Given the variation in percentages across levels, it should be noted that the scale used varies. However, a consistent range has been used (14 points) to enable a comparison across the graphs in relation to the rate of improvement. The figures are shown in tabular format in Appendix 2a.

basic award in English and maths and 96% with at least five basic awards.

three years (2009/10 = 133, 2010/11 = 137, 2011/12 = 144).



**Narrowing the gap:** We continue to narrow the gap between the attainment of pupils in the most deprived areas within Perth and Kinross and the attainment of all S4 pupils. Improvement in the results of pupils living in the 20% most deprived areas of Perth and Kinross<sup>13</sup> is demonstrated by an 11 point increase in their tariff score<sup>14</sup> over the past

**Supporting high achievers:** The improvement of S5 learners over the past three years at Higher Grade has been consolidated and, once again, one in five pupils left school with at least one Advanced Higher Grade.

**Attainment by gender:** In line with the national picture, girls continue to outperform boys. Positively, the performance of boys has improved across the most (10) of these measures, and for most (10) is in line with, or above, the comparator average of boys. We will continue work 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.

**English as a second language:** Schools continue to be successful in supporting the learning of young people for whom English is a second language. Most (84%) S4 pupils with a main language other than English have achieved five awards at Access 3/Standard Grade Foundation (Level 3) or better. In S5, 40% have achieved at least five awards at Intermediate 2/Standard Grade Credit (Level 5) or better and 35% attained at least one Higher Grade.

**Continuing to improve:** We will continue to focus on raising attainment by:

- Continuing to increase attainment at Level 5 and increase the percentage of candidates achieving 5 or more awards;
- Ensuring pupil achievements are matched appropriately to SCQF levels;
- Broadening the range of planned opportunities for achievement for all pupils;
- Recognising, recording and celebrating pupils' achievements;
- Embedding literacy, numeracy and health and well being in all curricular areas; and
- Supporting the development of core skills for learning, life and work.

<sup>13</sup> As measured by the Scottish Index of Multiple Deprivation.  
<sup>14</sup> The tariff score of a pupil is calculated by allocating a score to each level of qualification and award, using the Unified Points Score scale. The Unified Points Score Scale is an extended

version of the Universities and Colleges Admissions Service (UCAS) Scottish Tariff points system. The tariff score of a pupil is calculated by adding together all the tariff points accumulated from all the different course levels and awards he/she attains.



## Looked After Children

**We continue to support the achievement and attainment of Looked After Children.**

Table 3 shows that most (82%) children leaving care<sup>15</sup> attained at least one subject at Access 3/Standard Grade Foundation (Level 3) and almost two out of three achieved at least English and Mathematics at this level.

**Table 3: Attainment of Looked After Children**

Indicator	201/12		
	Percentage of young people		
	At home	Away from home	Total
% of children leaving care who attained at least one subject at Level 3 <sup>16</sup>	100%	71%	82%
% of children leaving care who achieved English and Mathematics at Level 3	50%	71%	64%
Number of Children	-	-	11

A wider measure of attainment is used locally to monitor the progress of the 30 young people who were looked after at some point during academic session 2011/12. 93% achieved at least one award and 87% English and Mathematics at Access 3/Standard Grade Foundation (Level 3).

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 ongoing basis and ensure that appropriate support packages are in place. Educational support for young carers is also monitored. Work continues to improve the information about this cohort and to provide additional resources for teachers through the development of GLOW, the national schools intranet.

<sup>15</sup> The Scottish Government Clas Return (and old SPI) measures the attainment of Looked After Children who ceased to be looked after and have reached minimum school leaving age at the time their episode of being looked after ended. This includes young people looked after by Perth and Kinross but educated out with the area. Care should be given to interpreting these figures given the small size of the cohort.

<sup>16</sup> Access 3 or Standard Grade - Foundation

## Additional Support Needs

Within Perth and Kinross there is a strong presumption of mainstreaming of pupils with additional support needs. In the September 2011 Pupil Census<sup>17</sup>, excluding pupils at Fairview School, 23.4% of primary pupils and 24.5% of secondary pupils had additional support needs. Children with complex disabilities are supported at [Fairview School](#). Work continues to improve the effectiveness of planning for children and young people with an additional support need. The sector leading additional support needs manual, Towards Excellent Support for Children and Young People, provides guidance to ensure that all practitioners effectively meet the additional support needs of children and young people. We have also developed a Special Schools Curriculum in line with our approach to Curriculum for Excellence. This has been purchased by five other local authorities (September 2012).

## Attendance and Exclusions

**Overall pupil attendance continues to improve and to be on target and there has been a continued decrease in the number of exclusion incidents, particularly within the secondary sector.**

**Attendance:** Levels of pupil attendance have remained stable in the primary sector over the last three years (2009/10 – 2011/12) and have continued to improve in secondary. Attendance levels are higher in the primary than the secondary sector. Work continues to monitor and support individual pupils with higher levels of absence.

**Table 4: % Attendance**

	2009/10	2010/11	2011/12
<b>Primary</b>	95.7	95.4	95.6
<b>Secondary</b>	91.4	91.5	92.7
<b>Special</b>	94.7	94.1	95.1
<b>Total</b>	<b>93.8</b>	<b>93.7</b>	<b>94.4</b>

Source: SEEMIS, September 2012

<sup>17</sup> Source: [Pupil Census Supplementary Data, 2011, Scottish Government](#)

**Exclusions:** Schools only use exclusion where absolutely essential. As a result, the number of exclusion incidents has continued to fall (from 803 in 2007/08), particularly within the secondary sector. Although primary exclusions are comparable with last year, the number of incidents in the primary sector has more than halved since academic session 2007/08 (236).

We continue to support the on-going development of approaches to ensuring the social and emotional wellbeing of children and young people through Bounce Back, restorative approaches, a further expansion of nurture provision and the Roots of Empathy Programme in partnership with Action for Children (underway for the second year in 13 primary schools). Work with vulnerable children or those in need and their families is having a positive effect in a number of ways. Parents are feeling more confident about providing support and setting boundaries for their children and stronger relationships between school based staff and, often, hard to reach parents are improving. Support for restorative approaches in schools will also continue to be available from [SACRO](#).

**Table 5: Number of Exclusion Incidents**

	2009/10	2010/11	2011/12
<b>Primary</b>	136	114	112
<b>Secondary</b>	510	458	381
<b>Total</b>	<b>646</b>	<b>572</b>	<b>493</b>

Source: SEEMIS, September 2012

**Mixed Learning Provision:** The number of pupils with an emotional or behaviour disorder who are receiving mixed learning provision decreased from 114 young people in 2011 to 72 young people in 2012. We continue to plan services to take account of this need.

## School Leaver Destinations

Although the proportion of school leavers entering a positive destination exceeds both the national and the average of our comparator authorities<sup>18</sup>, as anticipated, the number of young people in the More Choices More

<sup>18</sup> Borders, Aberdeenshire, Stirling, Argyll and Bute, Highland

Chances (MCMC)<sup>19</sup> group has increased to an estimated 500<sup>20</sup> young people.

16+ learning choices meetings in every secondary school continue to support young people at risk of a negative destination to make a transition to a positive destination on leaving school. Young people within this cohort are supported by next steps coaches to develop activity agreements – a personal plan of action that moves a young person towards employment. 30 young people successfully completed an activity agreement. 29 resulted in a positive destination of further education or training and six leading to employment.

An increased range of opportunities for young people including literacy and IT programmes, modern apprenticeships and support to employers to engage in employability efforts is being delivered through the Opportunities for All Partnership<sup>21</sup>. For example, delivered in partnership with Skills Development Scotland and the YMCA, the LINC<sup>22</sup> course is well established. To date (October 2012), of the 134 young people who have participated in a LINC course, 93 have progressed to a positive destination.

## Improving the Quality of Life for Individuals/Communities

### Culture and Sport

**We continue to invest in improving the quality of life for individuals and communities and participation levels are generally increasing.**

**Libraries:** This year our self evaluation was externally validated by the Scottish Library and Information Council and Aberdeen City Council using the Public Library Quality Improvement Matrix (PLIQM). This review found that our libraries are very good at meeting readers' needs and there is good community and personal participation across the service.

<sup>19</sup> [More Choices, More Chances](#): A Strategy to Reduce young people not in Education, Employment or Training in Scotland.

<sup>20</sup> Source: [More Choices More Chances datasets](#), [Scottish Government](#)

<sup>21</sup> Perth & Kinross Council, Skills Development Scotland, Perth and District YMCA, Perth College (UHI), Job Centres Plus and NHS Tayside

<sup>22</sup> Linking into New Careers

The number of visits to the library continued to increase over 2011/12 to 5,541 per 1,000 population. There was also a 3.6% increase in the number of active borrowers<sup>23</sup>. This three year trend reflects the continued success of community campus libraries which have seen both increased use by the community and by school pupils. Including virtual visits this increases to 5,912 visits per 1,000 population.

### Case Study: AK Bell Library Refurbishment

#### Customer focus, improving services

In April/May 2012 we completed a refurbishment of the AK Bell Library. Improvements included: a new layout for the children's library giving a more flexible space for events; new design work for all signage and the introduction of new self-issue machines.

The work took place over a four week period during which the building was closed to the public. By providing comprehensive information prior to the closure there were no customer complaints or queries over this time. Customers have been overwhelming positive about the new look and new layout. Almost all customers are using the self service machines with over 32,000 issues and 34,000 returns via self-issue in the first 12 weeks alone.

*'The artwork in the children's section is lovely, makes it a really nice place to spend time.'*

*'What a light and relaxing space, it's wonderful we have this in Perth.'*

AK Bell Library users

A number of initiatives continue to promote library membership including an art competition for children to design new library cards, increased presence at community events and the Perth Farmers Market and a revised programme for school class visits. In addition we are currently reviewing the content of the website with a view to engaging more on-line users. This will include the introduction of a pilot e-books service for two years from October 2012. Libraries also continue to offer a varied and vibrant wider programme of events. In 2011/12 over 60,000 participants<sup>24</sup> took part in activities such as author talks, workshops, story-time, Rhymetime and chatterbooks sessions.

<sup>23</sup> Those who borrow an item at least once every year.

<sup>24</sup> This refers to participant sessions rather than individual participants.

My daughter attends and really enjoys it. It has encouraged her to read more. Staff very helpful and friendly.

Parent of a child attending Chatterbooks

**Museums and Art Galleries:** As we anticipated, visitor numbers for 2011/12 are lower than in previous years due to closure of Perth Museum and Art Gallery for refurbishment during January and February. 87,782 people visited the museum in person in 2011/12 compared to 111,273 in 2010/11. However, the period since re opening in March has seen visitor figures rise significantly with new exhibitions including 'Dinosaurs Unleashed' and the 'Bronze Age Carrow Log Boat'. The Dinosaurs exhibition in particular attracted significantly larger attendances from younger people and from families compared with the same period in 2011.

I haven't visited the museum since I was a child. It's lovely to bring my children here.

Parent

Ongoing customer information feedback on the service is sought through a variety of communication channels including Facebook and Twitter and continues to inform how we are developing and improving the service. In addition, over 3,500 pupils have taken part in arts and heritage projects through the Living Communities project (see case study below).

**Arts and Music:** Performance was again strong in 2011/12 with over 50,000 participant sessions in arts and music development.

**Sport:** The number of people participating in sport and active recreation activities again increased in 2011/12, from 1.12 million in 2008/09 to almost 1.3 million in 2010/11 and 1,375,391 in 2011/12. PACES<sup>25</sup> recognises and values the commitment made by sports clubs and the implementation of the Club Development and Accreditation Scheme is an essential part of strengthening the sporting infrastructure in Perth and Kinross. Since January 2009 the initiative has been reviewed and 55 clubs are now registered.

<sup>25</sup> Perth and Kinross Accredited Club Excellence Scheme

Work continues to develop interschool and extra curricular sport and to widen participation through school holiday programmes and foster respite weekends. Selected by the Bank of Scotland for one of its two sponsor stops for the Olympic Torch Relay because of the progress and commitment our secondary schools have made to interschool sport with support from Active Schools, the Olympic Torch event also provided the opportunity to inspire young people to choose sport.

## Learning Opportunities

**A wide range of both universal and targeted learning opportunities are improving access to learning in all localities.**

Since 2008 HMI have undertaken three inspections of learning communities in Perth and Kinross. Table 6 summarises performance against the quality indicators for each inspection and shows an improved performance, specifically in relation to the impact on the community and improving services.

**Table 6: Summary of Quality Indicators**

	Learning community surrounding...		
	Pitlochry High School 2008	Perth Academy 2010	Kinross High School 2011
Impact on young people	Very Good	Very Good	Very Good
Impact on adults	Satisfactory	Very Good	Very Good
Impact of capacity building on communities	Satisfactory	Good	Very Good
Improvements in performance	Good	Good	Good
Improving services	Good	Good	Very Good

Significant numbers of adult learners benefitted from a very wide range of learning opportunities to improve confidence, core skills and parenting. There were over 10,000 contacts with adults involved in learning opportunities in the community in 2011/12 compared to almost 9,000 in 2010/11.

Family holiday activities encourage family learning, quality time together, progression to other activities and engagement with

community link workers. Over the last year adult and family learning staff at North Perth Community School ran five educational trips enabling 411 adults and children to access these experiences. The service delivered opportunities for children, young people and families in every locality.

79 families identified as in need of additional support accessed provision in their local area (delivered by adult and family learning team). 100% of these families reported benefiting from accessing provision.

2011/12 was another successful year for the Perth and Kinross Adult Literacy and Numeracy Partnership. 2,025 adult learners accessed literacy and numeracy provision (including English for speakers of other languages) delivered by the partnership. 98% of learners surveyed reported achievement of their learning goals which are identified when completing their Individual Learning Plans. 436 individuals, including 247 new to our provision, benefited from English for Speakers of Other Languages (ESOL) and the partnership further extended opportunities in Highland and Eastern Perthshire through ESOL projects in Aberfeldy and Coupar Angus.

The number of young people engaged in youth work activities also increased. @ Scott Street continues to provide excellent support to young people with complex and varied challenges in their lives to access a wide range of specialist support to promote their health and well-being and almost 2,000 young people are registered with youth services.

## Enabling the Delivery of High Quality Public Services

### Effective Support Services

**Our support services continue to play a key role in enabling the delivery of high quality services.**

The [Draft School Estate Strategy 2012/17](#) was approved by the School Estate Sub Committee of the Lifelong learning Committee on the 30 August 2012. This sets out a framework towards meeting the shared aspirations of Perth and Kinross Council, the Scottish Government, Cosla and other local authorities

as articulated in Building Better Schools: Investing in Scotland's Future. The Strategy considers how the Council will achieve these shared aspirations through governance, performance, plans and resourcing. Work continues to progress the £62million School Estate Programme 2012/13 – 2016/17. Recent achievements include the completion of a new hub at Blairgowrie High School providing a new additional support needs facility incorporating several spaces for teaching, therapy and life skills and the development of the all weather pitch at Perth High School including a short sprint track facility.

We continue to manage our school intake in accordance with our statutory duties and meeting the wishes of parents wherever possible.

We are delivering improved access to corporate resources and learning tools for staff and also supporting improved IT asset management through the Microsoft Migration Programme. This continues to roll out on target, with a total of 29 schools migrated by August 2012 and has required the reconfiguration of more than 4,800 individual devices to date. This year we achieved the highest 4 star rating for our website from SOCITM<sup>26</sup>. Work continues to progress the implementation of a new content management system to ensure the continued development of the Council's website.

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<sup>26</sup> Society for IT Managers



# How well do we meet the needs of stakeholders?

This section of the report highlights examples of the impact we have had on our learners, participants, service users and communities.

## Supporting Vulnerable Children and their Families

We continue to work in partnership to ensure that vulnerable children and their families get the help they need, when they need it, for as long as they need it. Whilst we are confident that we are providing better outcomes for children and families, we have embraced a very ambitious improvement programme for 2012 and beyond.

**Prevention and intervention:** Our continued focus is on prevention and early intervention. Vulnerable children in their early years and their parents received targeted support as a result of early intervention and intervention. For example, information is gathered from a range of services by the CAPSM<sup>27</sup> operational group to assist in the early identification of this group of children and young people to ensure that they are getting appropriate support. Intensive interagency support and intervention has resulted in early decision making and improved health and developmental outcomes.

**Early years and family support:** Gowans Family Centre provides a high level of support for vulnerable children under five and their families. Supported through the Early Years Strategy, the further development of our HUB nurseries and extended early years provision<sup>28</sup> has meant that we have been able to provide over 200 full-time places for children in need. Specific needs are identified and supported earlier and targeted work to support the families is undertaken leading to longer term, sustainable improvements. Staff training and development continues to be a key focus. To ensure a common approach across nursery practice the Talk, Listen, Communicate project

<sup>27</sup> Children Affected by Parental Substance Misuse

<sup>28</sup> In addition to places at City of Perth Early Childhood Centre and Inchview Nursery, extended provision nurseries in Perth and HUB nurseries in eight rural locations provide a range of integrated services to support children and their families.

provides training for staff working within partner provider centres.

**Supporting parents:** [Perth and Kinross Parenting Strategy](#) provides a clear framework for the planning and delivery of services to support parents, carers and the wider communities. A range of programmes are focussed on improving parenting skills and supporting parents through family learning activities. The work of the community link team is well established. Alongside a range of learning opportunities which support parents to engage positively with their children, they engage with vulnerable children, young people and their families to help sustain the connection between them, the school and the wider community.

SPACE<sup>29</sup> groups continue to provide very good opportunities for vulnerable families to experience activities together. Delivered by adult and family learning staff in partnership with Playstart and NHS Tayside, the weekly groups offer a combination of family learning and parenting support. Families accessing SPACE groups all report benefits from attending such as, increased confidence, strengthened relationships with my child and more information about local services.

“ A fantastic lifeline support for me and my pre-school child.

I am very glad that I joined the group it has helped me feel more confident with my child. The SPACE group is the best baby group that I have been to, the staff are lovely and I have made a lot of new friends and done a lot of new things.

”

Parents attending SPACE groups

**Delivering quality services:** The Service conducts annual case file audits as part of its quality assurance processes. The 2012 audit focussed on children and young people

<sup>29</sup> Supporting Parents and Children Early

affected by parental mental health difficulties and/or parental learning disabilities. The audit identified a number of key practice strengths including early identification and intervention and the use of a wide range of support. Areas for development include the continued development of joint working and use of chronologies.

The 2011 audit was focussed on children and young people whose parent's and/or carers were hostile and non-engaging. Overall the findings were extremely positive and again identified a number of key practice strengths and areas for development. As a result guidance for practitioners has been published and inter-agency staff training and development opportunities have been reviewed and continue to be highly evaluated.

**Listening, understanding and respecting:** Both audits demonstrate that children, young people and families are listened to, understood and respected reflecting the positive findings of the [Joint inspection of services to protect children and young people in the Perth & Kinross Council area](#), Care Inspectorate, 25 October 2011.

### Case Study: Parents/carer feedback

#### *GIRFEC, engaging with parents*

In 2011, we carried out an independent survey of parents and/or carers who had had a child or young person placed on the child protection register within the previous 18 months. Of the 18 families surveyed, eight (45%) responded.

Overall the responses were fairly positive albeit robust, critical and in many areas very challenging. Seven stated that they were always treated with dignity and respect, that concerns relating to their child/young person were mostly and/or always explained to them and that they could readily contact their social worker when they needed to.

Following the survey, practitioner guidance was issued to address key areas for development including raising parents/carers awareness of the complaints procedure and ensuring parents/carers have the opportunity to participate at Child Protection Case Conferences and/or Core Groups and are involved in making a plan to support their child and/or family.

A further audit will be undertaken by the end of 2012 to assess the implementation of these improvements.

**Right to be safe:** Children understand their right to be safe and know who to contact in schools if they are worried.

### Case Study: Awareness Survey

#### *GIRFEC, keeping children safe, engaging with children and young people*

The second annual child protection awareness survey of pupils aged 5 –18 years was undertaken in May/June 2012. Survey questions were developed from the [Children's Charter](#), the [UN Convention on the Rights of the Child](#) and the [GIRFEC Practice Model](#).

Overall, the results were very positive and showed improvement in key areas identified for development and/or improvement in the 2011 survey. Children and young people felt listened to, understood and respected; felt safe, secure and protected; knew what to do and who to contact if they were worried about themselves and/or others; and knew how to keep themselves safe at home, at play and in particular online.

We will continue to promote child safety, health and wellbeing programmes and child safety when using the internet, mobile phones and new technologies.

(2011 – 2,516 children and young people) (2012 – 2,111 children and young people)	Strongly Agree and/or Agree	
	2011	2012
I feel listened to, understood and respected when I talk to a member of staff at school.	86%	85%
School teaches me how to stay safe.	93%	92%
If I have a problem I know I will get help for as long as I need it.	85%	85%
I know what things are dangerous	94%	96%
I know I can call ChildLine on 0800 111 free of charge if I have a problem.	60%	67%
When I am on the Internet, or on Facebook or Bebo, I know I can click on the button to report abuse.	48%	73%

**Out of Hours Services:** We continue to provide an effective and holistic out of hours service which is locally based and responsive to the need of children, young people, families and adults. The service is now embedded locally with partner agencies and referrals and cases dealt with have increased year on year. We are able to provide visits locally in a timely way to ensure appropriate emergency response is provided.

**GIRFEC:** Our clear focus continues to be on Getting it Right for Every Child (GIRFEC).

**What is GIRFEC?** GIRFEC is a national approach to supporting and working with all children and young people. It promotes a shared approach that: builds solutions with and around children and families; enables children to get the help they need when they need it; supports a positive shift in culture, systems and practice; and involves working together to make things better.

Chief Officers, senior managers and their staff are very strongly committed to a Getting it Right for Every Child (GIRFEC) approach, improving outcomes for vulnerable children and families and continuous improvement.

Joint inspection of services to protect children and young people in the Perth & Kinross Council area, Care Inspectorate, 25 October 2011

We continue to consolidate our approach to GIRFEC. Key practice strengths include a range of guidance for staff, the development of the Children and Families' Service Assessment Framework and the Child/Young Person's Plan to reflect the SHANARRI<sup>30</sup> Wellbeing Indicators and inter-agency GIRFEC Training Events. Over 400 practitioners attended training in March 2012. The training aimed to raise understanding and awareness of the GIRFEC Practice Model including the named person and lead professional, integrated assessments, child's plans, information sharing and chronologies. 94% of attendees reported that they were satisfied that the aims had been met.

I will be able to embed the GIRFEC approach into my everyday practice now.

Feel much more confident now using the GIRFEC tools.

Training Event Participants

<sup>30</sup> Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included

## Case Study: Keeping Your Child Safe

### **GIRFEC, engaging with parents and professionals**

This event aimed to reach out to parents and professionals to share information which would better enable them to keep their children safe.

The programme was selected to engage parents and professionals and to increase their ability to recognise dangers and keep children safe. Subjects addressed included: safe use of the internet; online radicalisation; the sexualisation of children and young people in our culture; and a powerful perspective from a parent on taking control when your child faces online risk. Further resources, information and advice was available at the event from a range of partners.

The cinema agreed to host the event free of charge, providing an environment which all parents and partners would be comfortable to attend. The option to attend one of three sessions spread across the day appealed to parents particularly, as they were able to take account of existing commitments. As a result of this approach over 450 delegates attended.

Awareness was raised amongst parents and professionals about the online risks our children and young people can be exposed to and how we can act to keep them safe. Feedback received on the day was extremely positive and attendees rated their knowledge as improved in all of the areas addressed. In particular, the personal case study presented by a dad had a significant impact on those present and we will seek to include a personal account in subsequent similar events.

*'Super event – really informative. Lots to think about and many challenges.'*

*'Great workshop, really worthwhile and worth repeating.'*

Participants

## Additional Support Needs

**We continue to make a positive impact on children and young people who have additional support needs.**

Children at **Allstars** at Almonbank House continue to receive highly individualised programmes which support them to: remain with their families; engage in learning so that they can return to school; maintain strong links in their communities; and develop better relationships with peers and significant adults.



## Case Study: Fisher Family Trust Wave 3 (FFT Wave 3)

### *Improving literacy and numeracy, supporting children with additional support needs*

Fisher Family Trust Wave 3 (FFT Wave 3) is an individual early intervention for children who have difficulties learning to read and write. The programme aims to help children to make enough progress in reading and writing to access a group intervention and/or to continue to progress through whole class or group teaching. FFT Wave 3 is designed primarily for children in P2, but is also successful for children in P3-4.

Six members of staff from Perth and Kinross were trained as trainers in FFT Wave 3 in June 2011 and delivered the training to 46 staff from 16 schools in November 2011. By June 2012, 44 children had completed a FFT Wave 3 intervention.

The children who participated made good progress in their reading and writing skills. In many cases this progress was very significant and there were no reports of any of the participants having failed to make progress. There is extensive evidence from children, staff and parents that participating in FFT Wave 3 has a very positive impact on children's confidence in, and motivation for, reading and writing. Many children have gained skills that they are now using independently in class.

*'The children who were selected have benefitted enormously. The children are more confident readers and are increasingly able to write independently. Worried parents are delighted with the progress that they see their children making.'*

Teacher

**Nurture Provision:** The outcomes for children attending nurture groups continue to be positive and include better behaviour, better relationships with adults and peers and an increased ability to make the most of educational opportunities.

### **What is a Nurture Group?**

A nurture group is a small group provision within a school supporting the children in that school who have had difficulties settling into mainstream education. Nurture groups provide a carefully structured day in an accepting and affectionate atmosphere. There are explicit and regular work routines, clear expectations about rules, taking turns, waiting, choosing and finishing a task.

Nurture group provision in the primary sector was expanded to 12 full time and four part time groups last session 2011/12. All secondary schools now have nurture provision for vulnerable pupils in transition. Activities include soft starts where the young person joins the nurture provision before starting school. This session (2011/12), a nurturing approach is being piloted in seven nurseries with a view to being evaluated and rolled out to other nurseries. This provision will provide targeted support to vulnerable children and their families in the early years.

Young people with additional support needs receive sector leading support to access the Duke of Edinburgh Award programme. 110 young people are engaged in the Award through groups specifically catering to their needs or through individualised programmes supported through the Duke of Edinburgh Association.

## Curriculum for Excellence

**We have continued to make good progress with the implementation of Curriculum for Excellence in line with our strategic framework Creating a Curriculum for Excellence and emerging national guidance.**

### **What is Curriculum for Excellence?**

Curriculum for Excellence is the name for the education system in Scotland, covering nurseries, schools, colleges and community learning. It covers the whole 'learning journey' from 3 to 18, and in some cases, beyond. Children will receive a rounded education, known as a Broad General Education, from early years through to the end of S3, before they specialise and take qualifications from S4 – The Senior Phase. As part of Curriculum for Excellence Scotland's National Qualifications are changing. Further information about [Curriculum for Excellence](#) is available on [pkc.gov.uk](http://pkc.gov.uk)

**Curriculum:** In Perth and Kinross, almost all<sup>31</sup> primary schools have a fully developed strategic plan covering all aspects of Curriculum for Excellence. Additional targeted support will continue throughout this academic session to ensure that schools have a

<sup>31</sup> Almost all = 90% or greater; most = 75% to 89%; majority = 50% to 74%

curriculum model based on all the design principles of Curriculum for Excellence.

Curriculum for Excellence 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 school has used Curriculum for Excellence really well to improve learning, teaching and achievement. Children in the nursery and primary stages benefit from a rich and relevant curriculum that is based on active and investigative approaches to learning. As a result, children are learning to apply a range of high-order skills, such as problem-solving, organisation and leadership across their learning. ”

HMI inspection of Longforan Primary School and Nursery Class, June 2012

All secondary schools have curriculum plans in place and are working towards an effective transition between Broad General Education (S1-S3) and the Senior Phase (S4-S6) that is aimed at maximising a coherent pathway for young people between broad general education and the senior phase. Staff tutors are assisting with the developments of subject specific national course implementation.

“ The school supports young people well to develop and learn. It has a broad curriculum with a high degree of choice which meets differing needs and interests well. Partnerships with CLD staff have extended learning and reinforced the school’s sense of community. Teachers have revised courses at S1/S2 to make learning more relevant and enjoyable. ”

HMI Inspection of Kinross High School, December 2011

Curriculum for Excellence is about bringing real life into the classroom and taking lessons beyond it. Learning and teaching will still focus on subjects and knowledge. Innovative cross curricular projects continue to enhance pupil’s learning. For example the Joint Sport’s Comprehensive uses sport and physical education to enhance educational achievement and attainment at Perth Grammar School and St John’s Academy.

Libraries work collaboratively with primary schools to engage children. This can include visits to the library, talks and workshops on library skills, and author events including writers of fiction, non fiction and performance poetry. These are very highly valued by school staff and pupils and contribute to a number of keys areas within Curriculum for Excellence.

“ It wasn’t boring because she made me laugh. Her stories are scary but quite cool. I really enjoyed it. ”

Pupils from the Community School of Auchterarder who attended a talk and workshop by the author Cathy MacPhail

### **Case Study: Learning Together - Art and French**

#### ***Curriculum for Excellence, raising achievement***

Pupils at Perth Academy took part in an interdisciplinary project with a French theme. The project culminated in an art exhibition housed at L’Institut Francais in Edinburgh and opened by Anthony Finn, Chief Executive, of the General Teaching Council for Scotland.

The skills and confidence of all young people who took part in the project were enhanced through for example producing artwork, using French in a practical context such as welcoming guests to the opening reception and through participating in organising the event. Young people attained a professional level of achievement and had personal pride in individual and group outcomes.

*‘This interdisciplinary project was outstanding in every respect: the quality of the young people’s art work; the engagement with the French language; the level of professionalism in organising and promoting the exhibition itself and the commitment to supporting the charitable work of Médecins sans Frontières. It was a pleasure and an inspiration to see such pride, confidence and maturity in these S2 pupils.’*

Sarah Breslin, Director, Scotland’s National Centre for Languages

Our Summer Reading Challenge programme enables children to progress and celebrate their reading achievements with peers. The challenge encourages children to try and read six books over six weeks. In 2011/12 over 1,000 children registered, over half completing the challenge and receiving their reading

medals at special ceremonies and author events in their library. The Summer Reading Challenge increased children's library use over the holidays by 20% and is recognized by school staff and parents as offering a positive motivation to encouraging reading for enjoyment.

### **Case Study: Living Communities**

#### ***Curriculum for Excellence, developing cultural identity***

In partnership with the Gannochy Trust, the Living Communities project exemplifies good practice within Curriculum for Excellence and has contributed to a strong sense of cultural identity in schools and communities across Perth and Kinross.

In local groups, over 3,500 pupils in P5 to S1 explored the rich cultural identities of their community. Creative learning was supported by a range of art forms facilitated by oral historians, visual artists, musicians, dramatists and heritage staff. Often the sources of inspiration were found in heritage sites within the community or within the rich resource of the experience of local people themselves.

Pupils and teachers have been inspired by their local environments. In expressing their new learning about the places in which they live and study, pupils have learnt research, analysis and presentation skills as well as new art forms.

*Pupils in Auchterarder reported being inspired by local community members whose families have worked in the local weaving industry for generations.*

*'Wonderful experience for the children. Building confidence and self-esteem, working co-operatively and developing their listening and talking skills.'*

Teacher

There is a good range of music services offering participants high quality opportunities. For example, six Saturday morning Schools (Saturday Cool School) offer pupils in P5, P6 and P7 opportunities in Samba, Singing and Dance. Pupils perform regularly in their communities and also together regionally. This project has been particularly successful in involving pupils from remote areas. Evaluation of this project highlights many examples of reported increase of self-confidence and self esteem in children and young people.

**Transition:** A range of activities mean that children, young people and parents experience well supported transitions at all stages. The Starting School Pack is a tool for schools to support parents and children during the transition from nursery to P1. The pack was distributed to all primary schools in February 2012 and is in a format that can be adapted and made relevant to individual schools. Around 900 P7 pupils from across Perth and Kinross attended a transition day at Bells Sport Centre, supporting them to make the transition to S1 while a number of S1 clubs help young people adjust to the secondary environment in the company of their peers through first term.

#### **Learning and Teaching Approaches:**

Learning through play is well established in nursery and pre-schools while cooperative learning<sup>32</sup> continues to be developed in all schools and has enhanced the quality of learning and teaching in most<sup>33</sup> classes. Children have more opportunity to take responsibility and to exercise personal choice. They take a more active role in their learning and their voice is more often heard. All cooperative learning training and support is now being delivered by the Perth and Kinross in-house trainers. The focus for development this session will be on targeting groups of staff from cognate curricular groupings for example Social Studies and developing training approaches and materials that would be most useful in that setting.

In addition, the school improvement process has led to improved approaches to embedding formative<sup>34</sup> approaches to assessment in learning and teaching across most schools, giving learners the opportunity to identify their own success criteria and evaluate progress in learning – their own and that of their peers. Increasing opportunities for active and experiential learning include the involvement of pupils in school focus weeks, school committees and action groups, outdoor learning activities and engagement with a range of other agencies such as the RSPB.

<sup>32</sup> Cooperative Learning is a strategy where groups engage in a variety of activities to develop deeper understanding of the knowledge and skills required to make progress in their learning.

<sup>33</sup> Almost all = 90% or greater; most = 75% to 89%; majority = 50% to 74%

<sup>34</sup> The continuous process of gathering evidence of learning, providing timely feedback about strengths and development needs and planning next steps.

## Enterprise and Vocational Learning:

Alternative provision developed for S3-S6 has increased choices available for young people. During 2011/12 over 600 candidates were presented at Intermediate 1, over 300 at Intermediate 2 and 27 at Higher level Skills for Work courses. Hospitality, Early Education and Childcare, Hairdressing and Rural Skills were the most popular courses. Other courses included Construction Crafts, Automotive Skills, Financial Services, Retailing and PDA General Insurance.

The course [PDA General Insurance] was one of the best I have studied. It will be useful to me in the future.

S6 Pupil

Opportunities have been sought to enhance the learning experience through partnership working with businesses, the community and parents. This has resulted in young people having a greater awareness of the world of work and future career opportunities. Over 400 S2 pupils took part in Take Your Child to Work Days and 350 S3 and S4 pupils took part in work experience with positive feedback from both pupils and employers. Over 130 pupils took part in Business Dynamics Events including business awareness and enterprise days.

Can understand how important it is to work as a team.

Great course / event really enjoyed it and met some very interesting people.

Pupils attending Business Dynamic events

Outstanding commitment and effort from participants. Commended by all invited presenters.

Colin Campbell, Course Director

Business Support Group Programmes included School to Work, Lifelines and Enhancing Employability.

Very helpful prep for interviews, CVs.

I enjoyed the tasks...helped with job ideas and made me more definite about the job I'd like to try for.

It helped me think about how hard you've got to work with lots of people trying for the same job at interviews.

I feel much more confident. The interview has helped me be more confident when I speak to people.

Pupils attending employability sessions

## Case Study: Youth Philanthropy Initiative

### *Curriculum for Excellence, engaging with communities*

480 pupils and 17 teachers in five secondary schools took part in the Youth Philanthropy Initiative (YPI) last session (2011/12).

Working in teams, pupils explored how a local charity operates and addresses a particular issue. The programme culminated with a final in each school during which teams presented upon their charity in front of a panel of judges. Winning teams were awarded £3,000 to grant to their chosen charity and took part in a national showcase event in Glasgow to celebrate the success of their work.

Schools have developed genuine partnerships with local charities and the number of young people volunteering to work with a local charity has increased. Participating has had a positive impact on young people's confidence, presentation and teamworking skills as well as on the school's reputation.

The project provided a vehicle for the delivery of many of the values and principles of Curriculum for Excellence in a broad range of curricular areas including Guidance, Modern Studies, RMPS, and Business Studies. The allocation of £3,000 to a local charity was highly motivating and empowering for those involved.

The Wood Family Trust is the operational manager of the programme in Scotland. In Perth and Kinross, The Gannochy Trust is a key partner and principal funder of the programme.

*'A fantastic night last night, my pupils and I had a brilliant time and are completely inspired. The speakers and acts were great and the pupil presenters were such a credit to themselves, their families and schools. Looking forward to next year's already!'*

Teacher, St John's Academy

*'Our daughter never speaks to us about school, but she hasn't stopped speaking about YPI.'*

Parent

**Citizenship:** Young people are given the opportunity to demonstrate their knowledge



and understanding though a wide range of active learning opportunities within their schools and communities. For example, almost all of our schools (80<sup>35</sup>) have received an [Eco School Award](#)<sup>36</sup> demonstrating their respect and care of their environment.

“ The school provides many opportunities for young people to grow as citizens through charity fundraising and volunteering with local partners such as the children’s hospice. ”

[HMI Inspection of Kinross High School, December 2011](#)

Through international experiences and exploration young people can gain inspiration to care for themselves, others and their environment and we continue to build on effective international partnerships in schools.

### **Case Study: Chinese language and culture summer immersion course**

#### ***Citizenship, developing understanding of Chinese language and culture***

Five senior pupils from Perth and Kinross joined 50 pupils from across Scotland in China to take part in the immersion course. This was an intensive course with Mandarin classes followed by practical sessions in traditional Chinese activities and a full cultural programme.

The trip was funded by the Chinese Government and organised nationally by Scotland’s National Centre for Languages. Perth High School Confucius Hub coordinated the involvement of schools within Perth and Kinross.

All participants found the immersion course demanding and very worthwhile. Each pupil sat and passed a Mandarin language test. Their skills and enthusiasm for Chinese language and culture will be valuable in the development of Chinese language and culture within Perth and Kinross.

*‘I really enjoyed meeting people both Chinese and Scottish. The Chinese were very friendly and made a huge effort to get to know us. I particularly liked the visit to the Great Wall and couldn’t believe I was actually standing on it!’*

Pupil

<sup>35</sup> As at March 2012

<sup>36</sup> [Eco-Schools](#) is an international initiative designed to encourage whole-school action for the environment. It is an environmental management tool, learning resource and recognised award scheme.

Young people continue to participate in Raleigh Outdoor Activity Residential (ROAR). Young people who have faced difficult challenges, for example homelessness or addiction, are supported to challenge their personal boundaries on a weeklong residential experience. This experience leads to joining a Raleigh Expedition to a foreign country to undertake community based projects. Through this partnership, young people have travelled to Borneo, India and Guatemala.

The Tall Ships Trust provided 10 places for young people on a week long voyage in May 2012. Young people overcoming issues relating to antisocial behaviour, alcohol and attendance at school were supported through the voyage. All of the participants have moved on to more positive activities and recidivism for those with a criminal record is zero.

## **Recognising Achievement**

**We continue to provide a range of opportunities for young people to be recognised for their personal contributions both formally and informally.**

A range of achievement awards recognise young people’s contributions in a variety of settings including youth work, volunteering, active citizenship, alternative curriculum and formal education. Over the last year (2011/12), 72 young people achieved a JASS Award<sup>37</sup>, 106 a Dynamic Youth Award and 37 a Youth Achievement Award. Once again schools, local voluntary organisations and services nominated young people for their work across Perth and Kinross, the sixth annual Spirit of Youth Award ceremony providing the opportunity to showcase their good work and celebrate their achievements. 84 Gold Duke of Edinburgh Award presentations were made last year (2011/12), the highest number achieved by one authority. Although the total number of awards presented had fallen compared to 2010/11 (see appendix 4), the number of young people participating this year has grown and it is anticipated that this will be reflected in an increase in the number of awards completed.

<sup>37</sup> The [Junior Award Scheme Scotland \(JASS\)](#) is an accredited learning programme for young people from P6-S2, designed to support young people through the transition from primary to secondary education and to deliver on all aspects of Curriculum for Excellence.

Interest in Sports Leader training also continues to grow. Sports Leaders Awards give secondary age candidates the chance to develop their organisation, motivation and communication skills, whilst also focussing on positive role models in sport, how to mentor others, and how to use leadership skills in a variety of settings. This academic session (2011/12), 141 young people have been supported to complete a Sports Leader award. Sports leader is part of Perth and Kinross Council LEAD<sup>38</sup> Sport pathway and has been awarded the London 2012 Inspire Mark. Other programmes include the Young Leader Award for young people in P6 and P7 and a further 21 young women achieved their Level 1 Dance Leader Award. Eight continue to support delivery of dance as part of their school's extra curricular programme.

### **Case Study: Recognising Achievement**

#### ***Curriculum for Excellence, raising achievement***

Our work on developing e-profiles has been recognised nationally as good practice by Education Scotland and has been adopted by a number of other local authorities.

E-profiles provide a summary of a young person's attainment and wider achievements. As part of the national requirements for Curriculum for Excellence, profiles are to be developed for P7 pupils from June 2012 and for S3 pupils from June 2013.

Guidance was developed for teachers and, with support from Education Scotland, the profile was made available on GLOW, the national schools intranet. Links to online guidance for pupils were provided via a blog. All P7 pupils produced a profile by June 2012 and this formed part of the pupil information that accompanied each young person onto secondary school.

Work continues to further develop profiles based on feedback received from young people and their parents/carers and to develop profiles for pupils at the end of S3 which will include a summary of key achievements over the period of the broad general education (3-15).

*'It's good practise for when you're older and you're wanting to get jobs with CVs.'*

*'It's not just something you can do in a day, you have to work at it.'*

Pupils

<sup>38</sup> LEAD - Leadership, Employability, Achievement and Development - Sport provides a pathway for young volunteers and leaders in sport to progress.

## **Adult Learning**

**We continue to provide adults with access to a wide range of learning opportunities which support them to improve confidence, develop core skills and progress to accreditation.**

Community based adult learning opportunities offered across Perth and Kinross include drop-ins and basic computing, ancestry and family history, confidence building, cycle maintenance and job clubs. IT programmes continue to attract significant numbers of learners with opportunities for progression, such as from BBC First Click to Ancestry/Family History, while the Job Club in Blairgowrie and Skills Zones in Loch Leven and North Inch Community Campuses and Letham Community Learning Centre have specifically targeted adults looking for employment or to improve their employability skills. Job searches, CV writing, basic computing and literacy skills have all been supported.

### **Case Study: Cultural Connections**

#### ***Improving literacy and numeracy, extending literacies learning through cultural activities***

While taking part in the ESOL groups improved English skills, learners identified barriers to getting to know people in social situations including cultural differences. The members of the wider community were expressing similar concerns.

The Cultural Connections project provided opportunities for people from different cultural backgrounds in the Strathearn community to come together and to learn and share their experiences. Events included a Scottish Ceilidh, a World Food Night and a singing workshop and enabled people to participate fully regardless of their level of English. People from around the world – Poland, Spain, Romania, India, Thailand, the Philippines, Czech Republic, Italy, Ireland, England and Scotland – living across Strathearn attended the events. The project has been supported by the Minority Ethnic Access Development (MEAD) project.

*'Excellent project, helping bring the community together.'*

*'The best way to learn English.'*

Participants

Working with the Adult Literacy and Numeracy Partnership (ALNP) we delivered a range of literacy, numeracy and ESOL<sup>39</sup> projects. This included work with small groups in the Learning Curve and youth literacies drop-ins. ESOL provision included employability sessions in Loch Leven Community Campus, projects in Aberfeldy and Coupar Angus to meet the cultural, literacy and integration needs of residents through tuition, advice drop-in sessions and family learning opportunities and an ESOL reading group at Breadalbane Community Campus to increase confidence in reading and talking in English.

This year (2011/12) we once again ran the Six Book Challenge in HM Prison Perth Library. The challenge supports literacy, improves confidence in emerging readers and develops communication skills. It also supports the development empathy and connectedness which are key capacity building aims of work with offenders.

“ Gave me the boost to take up reading again and offered me a good challenge. It helped me realize why I used to enjoy reading so much and I won't be giving it up any time soon. ”

Perth Prison library member

Continued partnership working has resulted in learners with mental health issues accessing personal development/confidence building sessions. This has led to opportunities through volunteering. Supported by the NHS Move Ahead Project, three new groups have been established where the volunteers are supported to share their skills in art and creative writing with new learners.

Initiatives such as the learner publications, celebrations such as the PUSH awards for adults with learning disabilities and North Perth Adult Learners' events contribute to sustained participation.

## Case Study: Perth & Kinross' Learners Publications

### *Improving literacy, engaging with literacy learning*

The authors of 'The Weird and Wonderful World of Therp' are young adults 16-26. During a series of photography, drawing and writing workshops the young writers photographed places and things in Perth that interested them, drew cartoon characters as voices to express their ideas and wrote stories about the city. The project was supported financially by the Scottish Book Trust and LTS through their Adult Learner Literacies Publications Fund.

A book of poetry, prose, paintings and photography, titled 'backbone', was created in memory of an inspirational volunteer tutor to acknowledge his contribution. Learners were supported to successfully apply for Awards for All Lottery Funding and, in a series of creative workshops, learners were asked to think about someone, somewhere or something that inspired them, and then to reflect that in their work. Led by various writers, learners were inspired to start their writing journeys.

Young people also contributed to the development of a national literacies resource which is now widely available for all literacies workers to access online.

Through these projects participants began to recognise and appreciate the value of their own ideas and skills. The workshops supported a collaborative approach and provided the opportunity for participants to contribute and offer support to their peers according to their different strengths, interests and abilities.

The practice used to produce the 'Weird and Wonderful World of Therp' has been disseminated more widely across Europe through workshops for trainers funded through the Eur-Alpha Literacy Network and Grundtwig funding.

## Family Learning

**Families have increasing access to a wide range of opportunities that develop family and parenting skills, and support further learning.**

New family learning opportunities have been supported such as the Family Club at North Inch Community Campus and family holiday activities. They provide an opportunity for families to learn and spend quality time

<sup>39</sup> ESOL – English Speakers of Other Languages

together leading to progression to other learning opportunities.

### **Case Study: Huntingtower Community Learning and Development, Arts and Heritage Project.**

#### ***Engaging communities, family learning***

Over 100 children, parents and families from Letham Primary and Goodlyburn Primary School nurture groups, Letham and Crieff Road parent drop ins, Letham Arts Group, Men and Children Matter and Doubledykes took part in a range of family learning activities delivered by Historic Scotland staff and artists at Huntingtower Castle. The project was delivered by community learning and development staff in partnership with Education Scotland and Historic Scotland.

Families enjoyed positive learning experiences in creative activities and processes. The nurture groups in particular showed excellent evidence of families learning together and the Gypsy Traveller's group were particularly interested and engaged.

*'For a whole week [my daughter has] been saying take me up the castle. This is her favourite thing.'*

Gypsy Traveller mum

*'I liked being there with the family because we can work together.'*

Dad, Letham

Parents/carers and children continue to learn together through Bookbug activities including Rhymetimes, the Bookbug Bookcrawl and Bookbug Week.

## **Developing Capacity**

**Communities are well supported to be active and have more influence in their local areas and we are good at developing capacity within local organisations, groups and people.**

Community Partnerships<sup>40</sup> in North Perth, South Perth, Highland, Strathearn and Kinross-shire provide a forum for groups and service providers to: explore local issues; maximise the benefits of collaborative working; and take forward activities for example the North Perth community survey. Active community participation is a fundamental aspect of the partnerships. In Eastern

<sup>40</sup> Formerly Community Learning and Development Partnerships

Perthshire work is ongoing to explore methods of bringing together a number of partnerships.

Ongoing support is provided through facilitating effective networking, promoting the use of a range of resources and through funding surgeries and workshops for community groups. For example, the Coupar Angus Youth Activities Group (CAYAG) was supported to identify local issues and funding sources, to develop an appropriate constitution and to deliver local services including a community café. The travelling community at Double Dykes have been supported to start their own Residents' Association and are now involved in the plans for their community through the North Perth Community Partnership while the Kinross and Abernethy Better Place to Live Fairs provided community groups, voluntary organisations and businesses the opportunity to promote their services, achievements and activities.

“ A great way to let the community know what we do and how they can be part of that.

Very useful for networking, raising our own awareness/awareness of partnership working in the community.

Participants, Better Place to Live Fair

We continue to support the five Community Sports Partnerships, working with partners and volunteers from local clubs to improve and grow sport locally.

220 local coaches attended an event in May organised by Perth and Kinross Coaching Partnership. Coaches benefited from a talk by Rod Ellingworth, performance coach and manager of Team Sky Cycling, and took part in workshops ranging from strength and conditioning for young athletes to the coaching behavioural shift project, Positive Coaching Scotland.

Our libraries offer a good range of wider opportunities which build community capacity including support to local book groups and for volunteering.

## **Health and Wellbeing**

**Children, young people and families have access to a wide range of quality**



## programme activities which help them make positive choices in relation to their health and wellbeing.

The youth services team continues to offer a range of programmes that build self confidence, resilience and engagement in family activities in addition to youth information and counselling services across Perth and Kinross. Through these programmes young people are also supported to become active citizens through volunteering opportunities, become peer educators and gain recognition for their achievements through a range of award schemes. Young people are supported to develop and deliver positive health messages to their peers through the Young Scot Portal, while work with partner agencies delivers the Tobacco and Safe Choices peer education programme across secondary schools.

Through Curriculum for Excellence, children and young people are entitled to a continuous focus on literacy, numeracy and health and wellbeing. These skills are essential if young people are to gain access to learning, to succeed in life and to pursue healthy lifestyles. All schools in Perth and Kinross have been accredited as being Health Promoting Schools against the standards set in Improving Health, Improving Learning and good practice has been identified and shared. Primary schools are delivering two hours of Physical Education per week.

“ The outstanding approaches to promoting health and wellbeing help children to develop informed attitudes about their own lifestyles. ”

[HMI Inspection of Longforgan Primary School and Nursery Class, June 2012](#)

In partnership with colleagues from NHS Tayside, we have developed comprehensive guidance for schools in how to deal with and support children and young people who suffer from Asthma. The result of this work is a far greater awareness amongst school staff of how to ensure asthma sufferers do not have their range of learning experiences unnecessarily diminished as a result of their condition.

We have supported the development and delivery of an interschool sport league and competition framework for young people of

secondary age. 110 school teams have taken part in regular competitive fixtures across 6 different sports, and events in 10 different sports, during the course of the school year (2011/12).

Two school holiday dance camps have been successfully delivered during the course of this year which engaged 18 and 22 secondary girls respectively.

“ I have learned to persevere with things and not give up. I feel more confident to dance in front of an audience. ”

Participant

An excellent range of resources and information to support Health and Well-being is available through our libraries. This includes Books on Prescription, Beating the Blues, Anger Management all in partnership with NHS Tayside. Promotional materials and information on the Find Health collections have been redesigned with a focus on informing health and social care professionals of the range of resources which they could access to support patient care or treatments.

Let's Dance Inclusive Dance group continues to attract new members and retain members. It offers the opportunity to dance for those who might have felt themselves excluded from dance as an expressive art form through disability and additional support needs.

Culture Club continues to offer weekly arts workshops in a framework of support for those experiencing mental health difficulties

## Engaging with Communities and Service Users

**We continue to consult and engage with service users and communities to inform service design.**

Together with our partners we continue to engage with and listen to our communities about child protection through the [Public Information, Communication and Engagement Strategy 2012 – 2015](#).

The Youth Council meets monthly and provides an opportunity for young people have a say and influence services. Four members attend the Scottish Youth Parliament.

## **Case Study: Youth Legacy Ambassadors**

### ***Engaging young people, promoting the legacy of the Commonwealth Games***

The Youth Legacy Ambassadors programme gives four young people from each local authority the chance to play an active role in helping raise awareness and promote the legacy of the Commonwealth Games in 2014. Their work includes organising events, creating podcasts, online articles and videos

The Perth and Kinross group are particularly active. They have created and delivered a workshop at the transition days engaging with 276 pupils about the four strands of the legacy: active, connected, sustainable, flourishing.

They have also been working alongside Live Active Leisure (LAL) to research the options for a new membership package structured around the needs of teenagers, undertaking secret shopper visits to LAL facilities and a widespread survey of young people (249 completed). The group are assisting LAL to use the results to design the final product. LAL have asked that the group remain engaged to assist with the design of promotional leaflets, posters etc in the lead up to the launch in 2013.

The Perth and Kinross Ambassadors have also linked in with Friends of EduSport, supporting education and sport in Zambia and have organised a Sportswear Amnesty which collects unwanted sports clothing and footwear which will be shipped to Zambia later in the year. One of the ambassadors will also be joining the team from EduSport to visit the recipients in Zambia in 2013.

The group will be promoting the Glasgow 2014 Commonwealth Games in schools.

All schools provide young people with the opportunity to engage in influencing aspects of their school and learning experiences through forums such as Pupil Councils and ECO Committees.

The [Parental Involvement Strategy](#) was developed to provide a supportive framework in which all parents can engage meaningfully in the education of their children and in the wider life of the school. The development of school websites and the national schools intranet GLOW are helping to raise parents' awareness of current initiatives and providing information and advice on supporting their child's learning at home. For example, a pilot

is currently underway to introduce a Parent Blog on GLOW.

85 Parent Councils have been established in Perth and Kinross (previously 63 School Boards). Ongoing support is given as required. A representative group of Parent Council Chairs meet twice a year with senior officers of the Service to evaluate progress and there is a Perth and Kinross Parent Representative on the National Parent Forum. Parents are trained in Fair Selection procedures and participate in the recruitment and appointment of promoted posts. To date there has been a very positive involvement by parents in almost all senior management posts.

In August 2012 all Parent Council Chairpersons were invited to give their views through a survey. The majority of parents who responded were positive about their role in being able to support their child's learning.

## **Case Study: Complaints**

### ***Learning from complaints***

Parent A complained that a member of school staff had upset their child (who has behaviour difficulties) following a playground incident. This had resulted in the parent's relationship with the school being affected. A formal investigation was undertaken, the complaint was upheld and appropriate action taken.

A key learning point from the investigation was the need for all staff to be trained in dealing with children with special needs. This has been rolled out across the school to ensure there is a full appreciation of how to handle incidents.

The Service has undertaken a range of surveys. For example, an annual satisfaction survey informs the work of the community capacity building team while the results of a survey of parents/carers will inform the continued development of the [Perth and Kinross Parenting Strategy](#). Localised results will be taken forward by Local Parenting Sub-Groups. A North Perth Community Survey was undertaken over the summer and autumn 2011. Using Community Engagement Standards ensured that everyone was involved and the approach was effective, efficient and equitable. Over 200 people shared their thoughts about the communities' needs and priorities. A further 150 young people were also surveyed through sessions at Perth

Grammar and at various groups in Letham. As a result, a new community council has been established in North Muirton.

## **Case Study: Culture Matters: The Big Listen**

### ***Engaging service users and non-users, improving services***

The Big Listen is an ambitious and creative project to engage users and non-users of cultural services over 4,000 individuals participated in the online survey and over 400 in focus and discussion groups, World Café and Take Over events.

In addition to the high value placed on current services, key themes emerging included the need for increased and better co-ordinated marketing and promotion; opening hours which better meet needs of those working or studying during the day; better co-ordination of web pages; access to up to date computing and digital media resources; better external signage and directions for cultural venues and higher profiles and visibility of services and collections within communities. All of these themes will be addressed through improvements plans and forthcoming reviews.

We learned a huge amount about how to engage people in service design meaningfully and successfully. Staff gained confidence in discussing service improvements with users.

A number of the engagement activities demonstrated an innovative approach to engaging people in particular the Pupil Take Over events. Each take over took place over three days. Pupils spent the first day finding out about the services and the roles of staff within these. On the second day pupils took over these roles, delivering services to the public (supervised at a discreet distance). Pupils were then asked to evaluate their experience, consult with their peers and develop some recommendations on service improvements. At their final visits pupils presented their recommendations and received certificates of achievement.

The project supported pupils evaluative and critical thinking skills, provided work experience and demonstrated how they can engage and influence service design and delivery in a positive way.

Staff gained a deeper insight into young people's views on the services and on their needs and interests and how these might be met in the future.

Community Connectors was established in response to the developing group and committee skills across several adult and

family learning groups at North Perth Community School. Members of the community are supported to use their own skills to increase opportunities for their community.

## **Improving Access**

### **Work continues to improve the accessibility of our services to all.**

We have made a commitment to ensure our library services are accessible to individuals who are blind or have visual impairments through the RNIB 'Six Steps' programme. We have delivered a programme of activities as part of the RNIB's Make a Noise in Libraries Fortnight. Highlights this year included the Living Paintings Scottish Collection Art Display (audio described art works) and a sensory evening at Loch Leven Library, Knit and Natter at West Mill Street Library and a consultation on Library collections for the visually impaired held in partnership with the Healthy Communities Collaborative at Breadalbane Library.

Following customer requests and feedback we are developing a new eBook lending service from October 2012. This will increase accessibility to books: customers can choose and set font sizes, or have their books read aloud to them. The service will be accessed online, available 24/7 to people with internet access even in the most remote and rural locations where no other library services are currently available.

Engagement with Gypsy Travellers in Kinross-shire and Doubledykes has increased their access to services including health and literacies. For example, we have established a weekly Travellers Youth Literacy Group in Kinross-shire, working with twelve young people. As a result, the young people are engaged in literacy and numeracy embedded activities that are increasing their confidence in core skills - literacy, numeracy, IT skills, problem solving and working together. A further seven young people have expressed an interest in joining the group.

In partnership with young people we are continuing to develop our inter-agency service provision to support the social, health and wellbeing needs of lesbian, gay, bisexual, transgender (LBGT) young people. The group

meets weekly as Perth and Kinross G.L.O.W (Gay Lesbian Or Whoever).

Being new to the Perth area, coming to glow allowed me to meet other LGBT young people, in an environment that was bright, friendly and welcoming.

Young person

## Case Study: Digital Participation and Access to IT for Care Home Residents

### *Lifelong learning, improving access, reducing isolation*

Working with volunteers from the Soroptimists, trained and supported by library staff, the project assists with basic ICT skills, introduces residents to Skype, social media, e-mail, downloading photographs, online shopping and suggestions for good information sites. Since its launch in March 2012, the project has worked with two residential care homes in Perth and will roll out from August 2012.

A successful bid was made to the Public Library Quality Improvement Digital Participation Fund to purchase mobile IT technologies including laptops, iPads, digital cameras, Smartphones and ebook readers.

The impact of this project is different for every participant. The introduction to digital technology has amazed, mesmerised, scared, intrigued and fascinated all that have been a part of the programme. One lady, who at 98 had never used a computer before, was amazed by what she witnessed and participated in during the sessions. She could not believe how much information she could find at her fingertips. You-Tube has provided music by favourite artists and has allowed one man to see his wife singing in a choir and one lady who has speech and communication difficulties to sing along to well known tunes.

*'Education is a lifelong process and in this new partnership project Soroptimist International of Perth are demonstrating the right of equal access to education for everyone regardless of age or circumstance'.*

Helen Owen SIGBI Assistant Programme Director  
for Education 2007 – 2011  
Soroptimist International of Great Britain and  
Ireland

Further to the success of the Family Activity Days for young people with a disability last year, Perth and Kinross Disability Sport have been supported to oversee delivery of

sessions on a bi-monthly basis enabling young people with a disability and their families to participate in different activities and socialise with other families. Activities on offer have included boccia, basketball, badminton, golf, tennis, indoor curling and football. Volunteers lead the sessions with the support of young sports leaders taking part in LEAD:Sport. 18 different families, including 40 individual young people, have regularly attended.

## Good Practice

**We have continued to gain recognition for a range of services and remain committed to sharing good practice.**

In addition to continuing recognition locally through the Securing the Future awards, the service has continued to receive national recognition.

Change is a Must, a project working with parents and families with substance misuse secured a Silver Award in the One to Watch category of the [COSLA Excellence Awards 2012](#) and in the [2011 Scottish Education Awards](#), Perth Grammar School was a finalist in the Aiming High Award. We also won the Scottish Swimming's School Swimming Award for 2012 for the delivery of a comprehensive school swimming programme that links to the Curriculum for Excellence experiences and outcomes and offers a pathway to community learn to swim programmes. Individual staff have also achieved recognition.

We remain committed to sharing good practice. The online toolkit, [Perth and Kinross Skills Framework, Creating a Standard Together](#) has been recognised nationally as sector leading, supporting the development of Curriculum for Excellence as have the Additional Support Needs Manual and the Special Schools Curriculum both of which have been purchased by other local authorities.

The Living Communities programme has also been identified as a case study for good practice by Education Scotland and the Scottish Library and Information Council identified The Big Listen as an innovative model of engagement for libraries. The Huntingtower Community Learning and Development, Arts and Heritage Project was



identified as good practice and showcased at a national Education Scotland seminar in April 2012. Perth and Kinross model of Community Capacity Building was also highlighted as best practice in the Community Learning and Development National Audit and showcased at Education Scotland conference in March 2012.

Further to last year's joint inspection of services to protect children and young people in Perth and Kinross, the Care Inspectorate<sup>41</sup> highlighted many examples of exceptional frontline child protection practice and identified the following four illustrative exemplars of good inter-agency child protection practice:

- [Improving the well-being of children affected by parental substance misuse;](#)
- [Bounce Back Programme –Building Resilience in Universal Services;](#)
- [Providing young people with easy access to a range of services to promote their health and well-being through @ Scott Street; and](#)
- [Enabling young people to access health services.](#)

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<sup>41</sup> Further examples of good child protection practices are included throughout the [Joint inspection of services to protect children and young people in the Perth & Kinross Council area](#), Care Inspectorate, 25 October 2011.

## How good is our leadership?

The Service has a clear set of priorities which provide a clear focus for staff to work together to achieve better outcomes for learners, participants, service users, families and communities. These priorities inform the direction of the Service's Business Management and Improvement Plan 2012-15 in addition to providing the basis for our [Statement of Intent and Policy Framework](#).

In responding to the employee survey over the past four years, almost 80% of staff have said that they know how their job contributes to the Council's objectives. We continue to support this understanding through Delayed Office Opening sessions and team meetings.

The vision and commitment by the Service's Senior Management Team, to for example improve in Early Years, has been key to staff delivering better outcomes for the children and families in Perth and Kinross. A consistency of belief and message about the importance of early intervention and preventative approaches generally has meant that targeted support and resources has been made available for those most in need through the implementation of the Early Years and GIRFEC<sup>42</sup> Strategies.

The Service also continues to promote the development of leadership skills across and throughout all levels of the Service supported by training programmes such as Central Scotland Partnership Management and Leadership Development Programme, Aspiring Leaders, Leadership Skills for Headteachers as well as the Council's Senior Management Development programme for third tier managers.

The Service continues to focus on achieving meaningful improvements for our learners, participants, service users, families and communities through the delivery of integrated services. In partnership with our Community Planning Partners these support the delivery of our [Single Outcome Agreement](#).

## What is our capacity to improve?

Our leadership of improvement and change continues to be very good and there is a high level of commitment towards continuous improvement and embedding the GIRFEC approach through our services.

Self evaluation informs improvement and planning using a range of 'How Good is...' tools and there is well planned, proportionate support and challenge for schools through the School Improvement Framework.

Work continues to improve performance management including arrangements for monitoring and tracking learners' progress with the introduction of the senior phase of Curriculum for Excellence.

A range of consultation and engagement activities are undertaken to inform service development and improvement. An evaluation of the Parental Involvement Strategy was reported to Lifelong Learning Committee on 31 October 2012 and the findings of 'The Big Listen' continues to inform staff working practices and service developments and improvements in our libraries. The Service is about to undertake an extensive programme of consultation with children and young people about their wellbeing. The results will be analysed in relation to spend on services to ensure that continued investment maximise impact. As a key part of this programme, work will be undertaken with the community to involve them in improving outcomes for children. This will inform the development of approaches to community engagement.

To ensure that we can address both the challenges and opportunities ahead within the context of reducing resources and a number of specific actions are proposed, or are currently underway. These are outlined in the table below.

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<sup>42</sup> Getting it Right for Every Child

## Key Improvement Actions

Improvement action	Plan/Programme through which activity is or will be monitored	Lead	Related evaluations/ inspection
Raising achievement for all			
Ensure all schools have a clear curriculum model in line with values, purposes and principles of Curriculum for Excellence (CfE).	BMIP 2012/15 Education Services Service Improvement Plan 2012/13	Heads of Education	National Programme HGIOC: Impact on service users
Raise attainment and achievement	BMIP 2012/15 Education Services Service Improvement Plan 2012/13	Heads of Education	HGIOC: Key performance outcomes
Develop more systematic ways of recording and recognising young peoples' wider achievement.	BMIP 2012/15 Education Services Service Improvement Plan 2012/13	Heads of Education and Head of Cultural and Community Services	HGIOC: Key performance outcomes
Supporting vulnerable children and families			
Extend the range of quality of provision for children and young people with emotional, social and behavioural needs	BMIP 2012/15 Education Services Service Improvement Plan 2012/13	Head of Education (Secondary and Inclusion)	HGIOC: Impact on service users
External Placements – increase opportunities for children to be placed appropriately to their needs locally.	BMIP 2012/15 Children and Families' Services Strategy	Head of Children and Families' Services and Head of Education (Secondary and Inclusion)	HGIOC: Resources
Fully implement all actions identified through our Early Years Review.	BMIP 2012/15	Head of Education (Early Years and Primary)	Review of Early Years Provision and implementation of Early Years Strategy HGIOC: Impact on service users
Continue to enhance involvement/engagement of and communication with service users.	BMIP 2012/15 Children and Families Services Strategy	Head of Children and Families' Services	HGIOC: Impact on service users
Implement the Improvement Plan arising from the Care Inspectorate Joint inspection of services to protect children and young people in Perth and Kinross 2011.	BMIP 2012/15 Child Protection Committee Single Improvement Plan	Head of Children and Families' Services	<u>Joint inspection of services to protect children and young people in the Perth and Kinross Council area</u> , Care Inspectorate, 25 October 2011 HGIOC: Impact on service users
Implement the action plan to deliver better outcomes for Looked After Children.	BMIP 2012/15 Children and Families Services Strategy	Head of Children and Families' Services	HGIOC: Impact on service users

Improvement action	Plan/Programme through which activity is or will be monitored	Lead	Related evaluations/ inspection
Embed integrated assessment and planning and promote a holistic approach to meeting the needs of children and young people.	BMIP 2012/15 Children and Families Services Strategy	Head of Children and Families' Services	HGIOC: Leadership
<b>Improving the quality of life for individuals and communities</b>			
Take forward the actions arising from the review of culture and leisure delivery arrangements ( <a href="#">Securing the Future for Culture and Leisure Services</a> , Council, 28 September 2011).	BMIP 2012/15 CCS Improvement Plan 2012/13	Head of Cultural and Community Services	HGIOC: Delivery of key processes
Continue to explore opportunities presented by the new campuses to extend support to adults, including older people.	BMIP 2012/15	Head of Cultural and Community Services and Campus Leaders	Investment in Learning Business Case HGIOC: Impact on community
Continue the business development and promotion of the Community Campuses.	BMIP 2012/15	Depute Director	HGIOC: Delivery of key processes
Continue work to improve planning and target setting, including the development of the management information system, to better identify intended outcomes and evaluate progress towards these.	BMIP 2012/15 CCS Improvement Plan 2012/13	Head of Cultural and Community Services	HGIOC: Policy development and planning
<b>Enabling the delivery of high quality public services</b>			
Develop more systematic ways of gathering the views of service users and take account of these in the planning and delivery of services and embed good community engagement practice across the Council and our partners.	BMIP 2012/15	Depute Director	Locality Planning and Engagement Framework HGIOC: Policy development and planning
Update the Corporate ICT Strategy and action plan to reflect the recommendations from the McClelland Report on ICT Infrastructure in the Public Sector.	BMIP 2012/15	Head of Corporate Business Change and IT	HGIOC: Resources
ICT Projects – Remote/Mobile Working and Microsoft Migration.	BMIP 2012/15	Head of Corporate Business Change and IT	HGIOC: Resources
Review and support governance arrangements relevant to themed Community Planning Partnerships.	BMIP 2012/15	Head of Corporate Business Change and IT	HGIOC: Leadership
Review the guidance on exclusions, bullying and behaviour.	BMIP 2012/15 Education Services Service Improvement Plan 2012/13	Head of Education (Secondary and Inclusion)	HGIOC: Impact on service users
Development of Service approach to place.	BMIP 2012/15	Depute Director	HGIOC: Leadership



# Appendix

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

Pre-School	Satisfactory or Better							
	2008/09		2009/10		2010/11		2011/12	
	No.	%	No.	%	No.	%	No.	%
Improvements in performance	6	86	11	92	10	100	5	100
Children's experiences	6	86	11	92	10	100	5	100
Meeting learning needs	6	86	11	92	10	100	5	100
The curriculum	5	71	11	92	10	100	5	100
Improvement through self evaluation	6	86	10	83	9	90	4*	80*
Total Number of Quality Indicators	35	-	60	-	50	-	25	-
Total Number of Inspections	7	-	12	-	10	-	5	-

Good or Better							
2008/09		2009/10		2010/11		2011/12	
No.	%	No.	%	No.	%	No.	%
6	86	10	83	9	90	5	100
6	86	11	92	9	90	5	100
5	71	11	92	8	80	5	100
5	71	10	83	7	70	4*	80*
3	43	9	75	5	50	4*	80*
35	-	60	-	50	-	25	-
7	-	12	-	10	-	5	-

Primary	Satisfactory or Better							
	2008/09		2009/10		2010/11		2011/12	
	No.	%	No.	%	No.	%	No.	%
Improvements in performance	10	91	10	91	8	100	5	100
Learners' experiences	11	100	11	100	8	100	5	100
Meeting learning needs	9	82	11	100	8	100	5	100
The curriculum	10	91	11	100	8	100	5	100
Improvement through self evaluation	9	82	10	91	8	100	4	80*
Total Number of Quality Indicators	55	-	55	-	40	-	25	-
Total Number of Inspections	11	-	11	-	8	-	5	-

Good or Better							
2008/09		2009/10		2010/11		2011/12	
No.	%	No.	%	No.	%	No.	%
8	73	9	82	4	50	5	100
8	73	10	91	6	75	5	100
7	64	9	82	4	50	5	100
8	73	9	82	3	38	4	80*
6	55	9	82	3	38	4	80*
55	-	55	-	40	-	25	-
11	-	11	-	8	-	5	-

Secondary	Satisfactory or Better							
	2008/09		2009/10		2010/11		2011/12	
	No.	%	No.	%	No.	%	No.	%
Improvements in performance	2	100	1	100	0	0	2	100
Learners' experiences	2	100	1	100	0	0	2	100
Meeting learning needs	2	100	1	100	0	0	2	100
The curriculum	2	100	1	100	0	0	2	100
Improvement through self evaluation	2	100	1	100	0	0	1	50*
Total Number of Quality Indicators	10	-	5	-	0	-	10	-
Total Number of Inspections	2	-	1	-	0	-	2	-

Good or Better							
2008/09		2009/10		2010/11		2011/12	
No.	%	No.	%	No.	%	No.	%
2	100	0	0	0	0	2	100
2	100	1	100	0	0	2	100
2	100	1	100	0	0	2	100
2	100	1	100	0	0	1	50*
2	100	0	0	0	0	1	50*
10	-	5	-	0	-	10	-
2	-	1	-	0	-	2	-

\*This includes the evaluations from the inspection of The Community School of Auchterarder which are repeated in Tables 3 and 5 and are the result of a single inspection of an all through school.

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

## Appendix 2a: Curriculum for Excellence Levels of Learning

Curriculum for Excellence defines five levels of learning. The first four levels are described in the experiences and outcomes. Progression to qualifications is described under a fifth level, the senior phase.

Given the stage of embedding assessment in relation to Curriculum for Excellence experiences and outcomes, in the first two years of implementation progress has been recorded in relation to primary pupils making good progress at the respective levels.

The first Curriculum for Excellence cohort will reach S3 in academic session 2012/13. Progress against Level 3 experiences and outcomes will be reported for the first time in September 2013.

Level	Stage
<b>Early</b>	The pre-school years and P1, or later for some.
<b>First</b>	To the end of P4, but earlier or later for some.
<b>Second</b>	To the end of P7, but earlier or later for some.
<b>Third and Fourth</b>	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
<b>Senior phase</b>	S4 to S6 and college or other means of study.

## Appendix 2b: SQA Awards

Table 1: Attainment by end of S4<sup>43</sup>

English and Mathematics @ Level 3 (Access 3 or Standard Grade - Foundation)		2008	2009	2010	2011	2012
<p>Following last year's improved performance, S4 results have improved again and are the best results in five years. Performance at this level continues to be in the top National Decile.</p> <p>The average performance of both boys and girls is above comparator and national averages for boys and girls respectively and is the best in five years.</p>	<b>PKC</b>	92	94	96	97	98
	<b>Comparator</b>	94	93	93	93	93
	<b>National</b>	92	93	93	93	94
5+ @ Level 3 or Better (Access 3 or Standard Grade - Foundation)		2008	2009	2010	2011	2012
<p>Following an improved performance over the past two years, S4 results have improved again and are the best results in five years. Performance at this level continues to be above the comparator and national average.</p> <p>The average performance of both boys and girls is above comparator and national averages for boys and girls respectively.</p>	<b>PKC</b>	91	91	95	95	96
	<b>Comparator</b>	92	93	93	92	93
	<b>National</b>	91	91	92	93	94
5+ @ Level 4 or Better (Intermediate 1 and Standard Grade - General)		2008	2009	2010	2011	2012
<p>Following last year's improved performance, S4 results have improved again and are the best results in five years. For the first time in the past five years, performance is above the comparator average at this level.</p> <p>There has been a significant improvement in the performance of girls at this level. Performance is now above the comparator average for girls. The performance of boys continues to be in line with the comparator average for boys.</p>	<b>PKC</b>	78	79	79	81	83
	<b>Comparator</b>	81	82	82	82	82
	<b>National</b>	76	78	78	79	80
5+ @ Level 5 or Better (Standard Grade - Credit or Intermediate 2)		2008	2009	2010	2011	2012
<p>2012 results are in line with last year's performance. Although consistently above the national average, performance at this level has fallen below the comparator average over the past two years. Over a five year period the picture is mixed.</p> <p>Girls continue to outperform boys, both achieving above the respective national averages for boys and girls. While the performance of girls is in line with the comparator average, the performance of boys is below the comparator average.</p>	<b>PKC</b>	39	36	41	39	39
	<b>Comparator</b>	39	39	41	40	40
	<b>National</b>	34	35	36	36	37

<sup>43</sup> Source: STACS and S Jardine EA Report. 2008 – 2011 results are post appeal; 2012 are pre-appeal. Percentages are calculated as a percent of the total S4 school roll (2011 S4 school roll).

**Table 2: Attainment by end of S5<sup>44</sup>**

<b>5+ @ Level 5 or Better</b> (Standard Grade - Credit or Intermediate 2)		<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<p>S5 results are in line with last year's strong performance at this level, despite a fall in last year's S4 performance at this level. Performance is stronger than both the comparator and national average.</p> <p>The average performance of boys is the highest in five years. Performance is now above the comparator average for boys. Girls continue to outperform boys and achieved above both the national and comparator average for girls.</p>	<b>PKC</b>	46	52	51	56	56
	<b>Comparator</b>	51	52	53	56	55
	<b>National</b>	45	47	49	51	52

<b>1+ @ Level 6 or Better</b> (Higher Grade)		<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<p>S5 results have improved on last year's improved performance at this level and are the best results in 5 years. Performance is once again above both the comparator and national average.</p> <p>The performance of both boys and girls is above the respective comparator and national averages for boys and girls. Although the performance of boys is the best in five years, girls continue to outperform boys.</p>	<b>PKC</b>	40	46	48	49	51
	<b>Comparator</b>	44	45	46	49	48
	<b>National</b>	39	41	43	45	46

<b>3+ @ Level 6 or Better</b> (Higher Grade)		<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<p>S5 results have improved on last year's strong performance at this level and are the best results in five years. S5 pupils continue to outperform both the comparator and national average.</p> <p>The performance of boys has once again improved and is now above the comparator average for boys. Girls continue to outperform boys at this level and performance continues to be above the comparator and national average for girls.</p>	<b>PKC</b>	24	28	28	31	32
	<b>Comparator</b>	26	27	27	30	29
	<b>National</b>	22	23	25	26	27

<b>5+ @ Level 6 or Better</b> (Higher Grade)		<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<p>Following an improved performance over the past three years, S5 learners have again improved and achieved the strongest results in five years. Performance at this level continues to be above the comparator and national average.</p> <p>The performance of both boys and girls is above the respective comparator and national averages for boys and girls. Although the performance of both boys and girls is the best in five years, girls continue to outperform boys.</p>	<b>PKC</b>	10	13	13	15	16
	<b>Comparator</b>	12	12	12	14	14
	<b>National</b>	10	11	11	12	13

<sup>44</sup> Source: STACS and S Jardine EA Report. 2008 – 2011 results are post appeal; 2012 are pre-appeal. Percentages are calculated as a percent of the total S4 school roll of the S5 cohort (2010 S4 school roll).

**Table 3: Attainment by end of S6<sup>45</sup>**

<b>5+ @ Level 5 or Better</b> (Standard Grade - Credit or Intermediate 2)		<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<p>Following a strong S5 performance last year, S6 performance has improved and is the best in five years. Performance continues to be in line with the comparator average which also improved.</p> <p>Although the performance of both boys and girls is the best in five years, girls continue to outperform boys. The average performance of boys is in line with the comparator average and above for girls.</p>	<b>PKC</b>	52	49	55	56	59
	<b>Comparator</b>	53	54	55	56	59
	<b>National</b>	48	48	50	53	55

<b>1+ @ Level 6 or Better</b> (Higher Grade)		<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<p>Following a strong S5 performance last year, S6 performance has improved and is the best in five years. For the first time over the past five years, performance is above the comparator average.</p> <p>Girls outperformed boys. The performance of boys is slightly below, and of girls above their respective comparator averages. Both achieved the best results in five years.</p>	<b>PKC</b>	47	46	51	53	56
	<b>Comparator</b>	48	49	51	53	55
	<b>National</b>	43	44	47	50	52

<b>3+ @ Level 6 or Better</b> (Higher Grade)		<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<p>S6 learners have consolidated last year's strong S5 performance. Performance is now in line with the comparator average which has also improved.</p> <p>The average performance of boys is in line with the comparator average for boys, whereas for girls, performance is slightly above the comparator average for girls. Both achieved the best results in five years.</p>	<b>PKC</b>	33	32	38	37	40
	<b>Comparator</b>	34	35	37	38	40
	<b>National</b>	30	31	33	35	36

<b>5+ @ Level 6 or Better</b> (Higher Grade)		<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<p>S6 learners have consolidated last year's strong S5 performance. Performance continues to be above both the national and comparator average.</p> <p>The average performance of boys is slightly below the comparator average for boys, whereas for girls, performance is above the comparator average for girls. Both achieved the best results in five years although again, girls outperformed boys.</p>	<b>PKC</b>	24	21	27	27	30
	<b>Comparator</b>	23	24	25	26	28
	<b>National</b>	20	21	22	24	25

<sup>45</sup> Source: STACS and S Jardine EA Report. 2008 – 2011 results are post appeal; 2012 are pre-appeal. Percentages are calculated as a percent of the total S4 school roll of the S6 cohort (2009 S4 school roll).



<b>1+ @ Level 7 or Better</b> (Advanced Higher Grade)		<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<p>Once again, one in five pupils left school with an Advanced Higher Grade by the end of S6, again outperforming both comparator and national averages.</p> <p>Both boys and girls outperformed their respective comparator averages. The performance of boys continues to improve and they achieved the highest performance in five years.</p>	<b>PKC</b>	17	14	20	21	21
	<b>Comparator</b>	15	16	17	18	18
	<b>National</b>	13	14	15	16	16

### Appendix 3: School Leaver Destinations (initial)

	Total no. of school leavers 2008/09		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 %
2004/05			31	31	24	21	3	5	32	27			7	10	2	3	1	3		
2005/06			35	30	23	23	4	5	28	26			8	11	2	2	1	2		
2006/07			29	30	23	23	3	5	33	28	0.5	0.3	8	11	1	1	2	1		
2007/08			32	31	22	25	3	5	32	25	0.3	0.2	8	11	2	1	2	1		
2008/09			33	35	27	27	3	5	25	18	0.7	0.2	8	11	1	2	1	2		
2009/10	1,428	54,097	35	36	28	27	2	5	23	18	*	0.3	10	11	0.8	1	*	0.6		
2010/11	1,386	54,073	37	36	26	27	5	6	23	19	0.4	0.5	8	10	1	1	0.4	0.3		

Source: Destination of Leavers from Scottish Schools: 2010/11 – Supplementary Data – Leavers Destinations. Scottish Government Publication.

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

Activity Agreement included for the first time 2010/11.

## Appendix 4: Single Outcome Agreement/Statutory Performance Indicators

	2009/10	2010/11	2011/12
% of children on the child protection register over 18 months (at the point of deregistration)	6.9	1.5	2.5
Number of attendances per 1000 population – all pools	3,446	3,731	3,511
Number of attendances per 1000 population – indoor facilities	3,568	3,883	4,543
Number of people participating in sport and active recreation activities	1,178,454	1,291,441	1,375,391
% of children, leaving care, who attained at least one subject at Standard Grade foundation level or equivalent	67	95	82
% of children, leaving care, who attained English and Maths at foundation level or equivalent	56	75	64
% of school leavers moving into positive and sustained destinations	88.5	90.7	Not yet published
Number of young people in the 'more choices, more chances' category	430	500	Not yet published
Number of young people achieving awards – Youth Achievement	25	153 (including Dynamic Youth)	143 (including Dynamic Youth)
Number of young people achieving awards – Duke of Edinburgh	213	341	297
Number of young people achieving awards – ASDAN accredited	34	50	35
Number of young people achieving awards – Sports Leader	130	134	141
% of adult learners who have achieved their learning outcomes	63	87	98 <sup>46</sup>
% of ESOL learners who have achieved their learning outcomes	88	68	98 <sup>47</sup>
Average educational tariff score for S4 pupils within 20% most deprived areas in Perth and Kinross	133	137	144
% secondary school pupils in S2 achieving E and beyond in writing	59	68	N/A

<sup>46</sup> This measures the % of learners who have achieved their learning outcomes. A revised methodology was introduced in 2011/12. Previously all learners were surveyed. Now only those learners who have been attending for 3 months or more and are at the stage of reviewing their achievement are surveyed.

<sup>47</sup> This measures the % of learners who have achieved their learning outcomes. A revised methodology was introduced in 2011/12. Previously all learners were surveyed. Now only those learners who have been attending for 3 months or more and are at the stage of reviewing their achievement are surveyed.

	2009/10	2010/11	2011/12
% attainment of S4 pupils achieving English and Maths at SCQF level 3	96	97	98
% attainment of S4 pupils achieving 5 or more subjects at level 3	95	95	96
% attainment of S4 pupils achieving 5 or more subjects at level 4	79	81	83
% attainment of S4 pupils achieving 5 or more subjects at level 5	41	39	39
% attainment of S6 pupils achieving 5 or more subjects at level 6	27	27	30
% attainment of S6 pupils achieving 1 or more subjects at level 7 or equivalent	20	21	21
Number of participants in cultural activities	1,165,525	1,341,282 <sup>48</sup>	1,348,225
The number of visits to libraries per 1000 population	4,566	5,326	5,541
The number of visits to libraries per 1000 population (including virtual visits)	4,871	5,651	5,912
The number of visits to/usage of council funded or part-funded museums per 1000 population	893	882	714
The number of visits to/usages of council funded or part-funded museums per 1000 population (including independent museums receiving curatorial support)	1,327	1,409	1,133
The number of visits to/usage of council funded or part-funded museums per 1000 population that were in person	758	763	594
The number of visits to/usages of council funded or part-funded museums per 1000 population that were in person (including independent museums receiving curatorial support)	1,192	1,290	1,013
Number persistent Young Offenders	17	10	8
% of schools with a pupil council <sup>49</sup>	100	100	100

<sup>48</sup> Figures include: participation and attendance at music, arts, libraries and museums in addition to partnership figures from Horsecross, Perth Festival of the Arts and Pitlochry Theatre. This is the first year library outreach and museum outreach and web hits has been included (55,496 participants).

<sup>49</sup> A school is counted as having a pupil council if it has a representative group of pupils with whom the school consults.

## Appendix 5: Child Protection

**Table 1: Child Care Concern Reports**

	2009/10	2010/11	2011/12	% difference
Child care concern referrals	2,597	2,960	3,753	26.7

Figures include multiple referrals. In 2011/12 2,388 children/young people were referred, 0.3% from an ethnic minority.  
Source: Child Protection Committee Standards and Quality Report 2011/12

**Table 2: Number of Child Protection Referrals\***

	2009/10	2010/11	2011/12
<b>By Age</b>			
Unborns	13	**	7
0-4 years	57	52	63
5-10 years	65	60	81
11-16+ years	54	57	66
Not known	7	**	0
<b>Total</b>	<b>196</b>	<b>184</b>	<b>217</b>
<b>By Outcome</b>			
Subject to case conference	97	93	84
No further action	99	91	133
Outcome not decided yet	0	0	0
<b>Total</b>	<b>196</b>	<b>184</b>	<b>217</b>

\*From 2010/11 this indicator has been measured by academic year rather than financial year as in 2009/10.  
Source: Children and Families' Services

**Table 3a: Number of Children on the Children Protection at Risk Register at 31 March**

	2010	2011	2012
Unborns to 4 years	28	28	22
5-10 years	14	12	**
11-16 +years	7	5	**
Not known	0	0	0
<b>Total</b>	<b>49</b>	<b>45</b>	<b>31</b>

Source: Children and Families' Services

**Table 3b: By Category of Abuse/Risk Identified**

	2010	2011	2012
Areas of concern	-	-	21
Emotional abuse	29	21	**
Physical injury	8	14	**
Physical neglect	12	**	0
Sexual abuse	0	**	0
<b>Total</b>	<b>49</b>	<b>45</b>	<b>31</b>

Source: Child Protection Committee Standards and Quality Report 2011/12  
2012 – Areas of concern introduced and a category and physical abuse replaced with the category of physical neglect.  
\*\*Numbers redacted due to confidentiality.



## Appendix 6: Complaints

**Table 1: Formal Complaints: Education and Children's Services**

	2009/2010	2010/2011	2011/12
<b>Number of Formal Complaints</b>			
<b>Total</b>	<b>21</b>	<b>17*</b>	<b>14</b>
Resolved at Stage One	16	13	8
Stage Two	3	1*	5
Withdrawn	2	3	1
<b>Formal Complaints by Category (%)</b>			
Staff Attitude/Performance	11 (58%)	7 (50%)	7 (54%)
Service Delivery	6 (32%)	5 (36%)	-
Policy/Procedure	-	1 (7%)	-
Service Delivery & Staff Attitude/Performance	2 (10%)	1 (7%)	6 (46%)
<b>Response Rate</b>			
% complaints given full response within timescale (15 days)	4 (19%)	6 (35%)	0**
<b>Outcome</b>			
Upheld	5 (24%)	1 (6%)	3 (23%)
Partially upheld	8 (38%)	8 (47%)	31% (4)
Not upheld	6 (29%)	5 (29%)	46% (6)

\* one complaint went straight to Stage 2

**Table 2: Formal Complaints: Social Work**

**Number of Complaints escalated to Stage 2**

09/10	10/11	11/12
7	7	2

## Complaints by Category

Category of Complaint	Complaints per category (%)		
	09/10	10/11	11/12
Service Delivery	2	2	1
Staff attitude / performance	5	2	1
Service Delivery and Staff attitude / performance	0		0
Customer Service Standards	0	0	0
Inadequate Service	0	0	0
Disputed Decision	0	3	0
Failed Service request	0	0	0
Policy / Procedure	0	0	0
Refusal of Service	0	0	0
Disputed Assessment	0	0	0
Officers' conduct	0	0	0

## Response Rate - % of complaints acknowledged within timescale

09/10	10/11	11/12
100%	100%	100%

## Number of complaints escalated to Complaints Review Committee

09/10	10/11	11/12
0	1	1

The tables above refer to those complaints which are formally investigated through the Council's formal complaints procedures. Ongoing monitoring of and learning from informal complaints is undertaken across the Service and specifically in relation to schools.

\*\* All the formal complaints this year have taken longer than 15 days to resolve. This is primarily due to the complexity of the complaints and school holidays. For example most complaints involve multiple interviews (teachers, pupils, support staff, complainants, other witnesses) and gathering of information from a range of sources. During the process all complainants have been kept fully informed of progress, reasons for delay and the expected response date. Whilst the Service endeavours to meet the timescale priority is given to a full and robust investigation and resolution at this stage.

The complaints procedures are currently being revised in line with the new Scottish Public Service's Ombudsman (SPSO) guidance on complaints handling. This will be implemented across the Council in April 2013 and include reporting of frontline resolutions in addition to extended timescales for investigations.

# Comment Form

Education and Children's Services would be happy to receive your comments on the Standards and Quality Report 2011/12.

If you wish to give your contact details please provide them below:

Title:	Address:

*OR, if you are employed by Perth & Kinross Council*

Service:	Workplace Address:
First name:	
Last name:	

<b>Comments</b>
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Please return this page to:

Performance & Scrutiny Team  
Education & Children's Services  
Perth & Kinross Council  
Pullar House  
35 Kinnoull Street  
Perth. PH1 5GD

Alternatively email:

[ECSGlobalEnquiries@pkc.gov.uk](mailto:ECSGlobalEnquiries@pkc.gov.uk)

