

PERTH AND KINROSS COUNCIL

Lifelong Learning Committee – 29 January 2014
Scrutiny Committee – 12 February 2014

STANDARDS AND QUALITY REPORT 2012/13

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

PURPOSE OF REPORT

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

1. BACKGROUND

- 1.1 The Standards in Scotland's Schools (Etc) Act (2000) places a statutory duty on education authorities to report on standards and quality in schools. In line with this, Perth and Kinross Council have published an annual Standards and Quality Report since 1999 (Report 99/142 refers) and, since 2003, this has been extended to cover all aspects of Education and Children's Services.
- 1.2 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 on-going commitment to public performance reporting.

2. PROPOSALS

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

2.4 In line with these frameworks, the Standards and Quality Report seeks to address: the key outcomes we have achieved; how well the needs of stakeholders are met; how good our leadership is and our capacity to improve.

2.5 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;
- 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.

2.6 Education and Children's Services recognise the need to review and develop key service areas to ensure continuous improvement and best value. The report identifies key areas for improvement which will be used to inform the development of the Service's Business Management and Improvement Plan 2014/15.

- further developing enhanced support for children aged 0-3 years and their families across Perth and Kinross through the Early Years Strategy;
- improving the developmental outcomes for children and young people through the implementation of the priorities for development from Evidence2Success surveys and participation in the national Early Years Collaborative;
- implementing the Child Protection Committee Improvement Plan;
- embedding integrated assessment and planning across services; and
- enhancing provision for secondary pupils with social, emotional and behavioural needs through Navigate and extend the range and quality of provision for children and young people with autism spectrum (ASD) and other developmental disorders.

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

3. CONCLUSION AND RECOMMENDATIONS

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 2014/15.

3.1 It is recommended that the Lifelong Learning Committee:

- (i) Considers and accepts the Education and Children's Services Standards and Quality Report 2012/13 (Appendix 1); and
- (ii) Agrees that it is made available on the Council's website to staff, parents, carers, Parent Councils, external agencies and the wider community in Perth and Kinross.

3.2 It is recommended that the Scrutiny Committee:

- (i) Scrutinises and comments as appropriate on the Education and Children's Services Standards and Quality Report 2012/13 (Appendix 1).

Author

Name	Designation	Contact Details
Russell Goldsmith	Performance Officer	01738 475505 rgoldsmith@pkc.gov.uk

Approved

Name	Designation	Date
John Fyffe	Executive Director	15 January 2013

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Council Text Phone Number 01738 442573

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

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

1. Strategic Implications

Community Plan / Single Outcome Agreement

1.1 This section should set out how the proposals relate to the delivery of the Perth and Kinross Community Plan / Single Outcome Agreement in terms of the following priorities:

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

This report relates to all five objectives in the Community Plan/Single Outcome Agreement.

Corporate Plan

1.2 This section should set out how the proposals relate to the achievement of the Council's Corporate Plan Objectives.

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

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

This report relates to all five objectives in the Corporate Plan.

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

2. Resource Implications

Not Available (N/A)

3. Assessments

Equalities Impact Assessment

- 3.1 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.
- 3.2 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.

Strategic Environmental Assessment

- 3.3 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

However, no action is required as the Act does not apply to the matters presented in this report. This is because the Committee are requested to note the contents of the report only and the Committee are not being requested to approve, adopt or agree to an action or to set the framework for future decisions.

4. Consultation

Internal

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

5. APPENDICES

Appendix 1: Education and Children's Services Standards and Quality Report 2012/13.



Education and Children's Services

Standards and Quality Report 2012/13

Contents

Foreword

Executive Summary

Education and Children's Services

Our Strategic Objectives, Local Outcomes and Values

Our Context

Delivering Outcomes, Supporting Individuals and Communities

Giving Every Child the Best Start in Life

Developing Educated, Responsible and Informed Citizens

Promoting a Prosperous, Inclusive and Sustainable Economy

Supporting People to Lead Independent, Healthy and Active Lives

Creating a Safe and Sustainable Place for Future Generations

Engaging with Service Users

How Well Do We Improve the Quality of Our Work?

Appendix 1: Statistics

Feedback form

Foreword

Welcome to our Standards and Quality Report 2012/13

Education and Children's Services continue to provide services which support better outcomes for people and communities across Perth and Kinross. We are focused on delivering outcomes in line with GIRFEC¹, providing high quality, integrated services and delivering sustainable improvement.

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

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

Raising achievement for all continues to be a key priority. Attainment levels within Perth and Kinross continue to improve and this year's SQA² results were very good for S4-S6. We continue to make good progress with Curriculum for Excellence in line with our strategic framework **Creating a Curriculum for Excellence** and national

guidance. The revised School Improvement Framework and on-going support and challenge have led to improving evaluations in most schools during external inspection.

Improving the quality of life for individuals and communities is central to our vision. We continue to invest in new technology within our libraries and the success of our library app and the uptake of our e-book lending have demonstrated the value communities place on the range of services. We continue to offer a wide range of learning opportunities for both adults and young people and uptake of these services continues to grow giving wider access to accredited courses.

As with all councils we face many challenges. Through our Corporate Business Change and IT services we provide significant support to **enable the delivery of high quality public services** and ensure that we can successfully address both the challenges and opportunities ahead. Our website again achieved a 4 star rating from SOCITIM³ and the implementation of our transformational change projects continues to improve the service we deliver.

We remain committed to achieving meaningful outcomes for the people of Perth and Kinross. We will continue to strive for excellence by putting people at the centre of all we do and by ensuring that our services are responsive to the needs of service users and communities.

Councillor Bob Band
Convener, Lifelong Learning Committee

John Fyffe
Executive Director, Education and Children's Services

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

² Scottish Qualifications Authority

³ Society of Information Technology Managers.

Executive Summary

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

Education and Children's Services provide a range of services which make a positive difference to our learners, participants, service users, families and communities. This Standards and Quality Report sets out a review of the contribution Education and Children's Services have made to the Council's Strategic Objectives through the delivery of positive outcomes and support for individuals and communities. The report also addresses how the Service will improve.

In summary:

- Positive inspection reports continue to evidence high standards across services to protect and look after vulnerable children and families.
- We maintain a focus on prevention and early intervention through enhancing access to universal services and targeted support.
- Our commitment to giving every child the best start in life is demonstrated through the delivery of the Early Years Strategy, our engagement with the Early Years Collaborative (EYC)¹ and the work we are progressing through Evidence2Success (E2S)¹.
- A good range of parenting and family learning support improves communication between parents and children through the delivery of programmes such as 'Small Wonders'¹, 'SPACE'¹, Family Learning Clubs and work with homeless parents at Rio House.
- We continue to make a positive impact on the wellbeing of children and young people who have additional support needs.
- We continue to provide well planned, proportionate support and challenge to schools through the School Improvement Framework leading to many positive evaluations in external inspection.
- We continue to make good progress with implementation of Curriculum for Excellence in line with our strategic framework Creating a Curriculum for Excellence.
- This year's SQA results demonstrate that we continue to make very good progress in raising the attainment of pupils in Perth and Kinross.
- We continue to provide a good range of wider achievement opportunities for young people by supporting them to gain awards and participate in activities that build their self-confidence and personal resilience.
- A range of support is provided to children and their families to enable them to attend school.
- Through the Perth and Kinross Guarantee we continue to offer a range of approaches which help develop skills for learning, life and work.
- We continue to deliver a wide range of both universal and targeted learning opportunities and are improving access to informal and accredited learning in all localities
- We are enhancing our cultural venues and programmes. Local creative industries are being supported to stimulate the local economy and to increase access to arts and culture for all.
- We deliver a broad range of activities which help children, young people and families make positive choices in relation to their health and wellbeing.
- Our Sport and Active Recreation services have a key role in supporting people to live longer, healthier lives. Participation in sport and active recreation is very good and generally increasing.
- We are good at delivering the necessary support to build capacity in local communities. The success of community-led organisations is evidenced by increased levels of community income generation and volunteering.

Education and Children's Services have continued to gain recognition for a range of services provided and remain committed to sharing good practice. Indicative of this are our approaches to Family Learning. Education Scotland will be publishing a national report which highlights provision in Perth and Kinross as sector leading.

Section one of the Standards and Quality Report sets out some of the challenges and opportunities presented by a reduction in resources, changing demographics and emerging trends in need. Within this context we continue to embrace an ambitious improvement programme. This is set out in the Service's Business Management and Improvement Plan 2013/14. Key improvement actions include:

- Further developing support for children aged 0-3 years and their families across Perth and Kinross through the Early Years Strategy.
- Improving the developmental outcomes for children and young people through the implementation of the priorities identified by the Evidence2Success surveys and participation in the national Early Years Collaborative.
- Implementing the Child Protection Committee Improvement Plan.
- Embedding integrated assessment and planning across services.
- Enhancing provision for secondary pupils with social, emotional and behavioural needs through Navigate.
- Extending the range and quality of provision for children and young people with autism spectrum and other developmental disorders.
- Improving transition support for those children identified as having enduring and complex disabilities to maximise independence within their own communities.
- Improving the quality of teaching and learning in all schools through further training and support for Cooperative Learning approaches
- Improving assessment and moderation in schools and evaluation of the impact of strategic curriculum plans on learning across primary and secondary schools
- Implementing school based curriculum plans for senior phase to include effective delivery of national 4 and 5 qualifications
- Providing increased choice and opportunity for young people through the development of Perth City Campus incorporating a virtual learning environment.
- Ensuring effective community engagement in the Community Planning process.

Education and Children's Services

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

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

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

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

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

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

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

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

Our on-going focus is to ensure that children and young people are safe, healthy, achieving, nurtured, active, respected and respectful, responsible and included. Key to this is that they receive the help they need, when they need it. In line with both the Scottish Government Programme and the Government's Public Sector Reform Programme our clear focus is on prevention and early intervention. This is demonstrated through our commitment to achieving the aims of our Early Years Strategy and our approach to implementing the principles of GIRFEC⁴. As a result we are well placed to meet the requirements arising out of the Children and Young People's (Scotland) Bill⁵.

Sustained provision and partnership working will continue to underpin the delivery of our services. This is in line with the Government's increasing expectations for Community Planning Partnerships to work together collaboratively to improve outcomes. We also recognise the importance of making connections across services and the contribution of our services to a wide range of outcomes. In addition, the Community Empowerment and Renewal Bill sets a clear agenda to build on our experience of working with communities to support them to achieve their own goals and aspirations through taking independent action and by having their voices heard in the decisions that affect their area. 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 improve services.

⁴ Getting it Right for Every Child is a national programme to improve outcomes for all children

⁵ The Bill sets out a range of proposals for children's rights and services including improving the availability of high quality, flexible, integrated early learning and childcare and legislating for Getting it Right for Every Child (GIRFEC). It is anticipated that this Bill will be introduced to Parliament this year.

Curriculum for Excellence sets us the challenge of helping all children and young people develop the skills and attributes required to enable them to develop as successful, responsible and effective citizens. This is the first year we are reporting on progress in relation to Broad General Education at S3. Our continuing focus for secondary schools is the effective implementation of National 4 and 5 qualifications and our on-going priority is to build on our success in raising attainment whilst broadening the range of planned opportunities for achievement for all our pupils and young people.

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

Demographics: The estimated population of Perth and Kinross in 2012 was 147,740; an increase of 0.6% from 146,850 in 2011⁶. Since 1985 the population of Perth and Kinross has risen and this growth is projected to continue. Although it is the 75+ age group which is projected to increase most in size, the population aged under 16 is also projected to increase significantly over the next twenty five years⁷. In the 2013 pupil census there were 7,577 secondary pupils and 9,949 primary pupils attending Perth and Kinross Council schools. It is anticipated that population growth will continue to place increasing demands on our services, particularly in matching provision to areas of growth.

The population of Perth and Kinross is spread across a large geographical area. Providing access to essential services to a dispersed population over a large geographic area presents particular challenges. For example, primary school sizes vary significantly. Nine primary schools have fewer than 20 pupils whilst two have over 400 pupils⁸. Additionally, two schools are currently mothballed.

⁶ Source: NRS 2012 population estimates

⁷ Source: www.gro-scotland.gov.uk/statistics/index.html

⁸ Source: 2012 Pupil Census

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 and the voluntary sector to ensure that effective measures are in place. Recent trends suggest that levels of need are increasing. The number of Looked After Children has increased by 8% to 241 in 2013 with a particular increase in those in their early years. The number of child protection investigations has also increased by 11% and these, in many cases, have become more complex. The number of children/young people going to Initial Child Protection Case Conference has increased by 8% as has the subsequent registration rate, suggesting that the right children/young people are being identified and going forward to Initial Child Protection Case Conference. The Toxic Trio (children affected by parental substance use; mental ill health; and domestic abuse) continues to be the major area of concern and risk to children (both born and unborn) and young people in Perth & Kinross. Almost one thousand children and young people have been identified by the CAPSM (Children affected by Parental Substance Misuse) Operational Group (established in 2009) as being affected by parental substance misuse.⁹

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

The Council is responsible for 10 secondary schools, 75 primary, one special school (nursery, primary and secondary) and one pre-school centre. We also provide services through One Neighbourhood Centre at Fairfield, a Community Learning Centre in Letham and the Learning Curve Literacies Centre in AK Bell. Our six community campuses offer gyms, fitness classes and

⁹ CPC Standards and Quality Report 2012/13

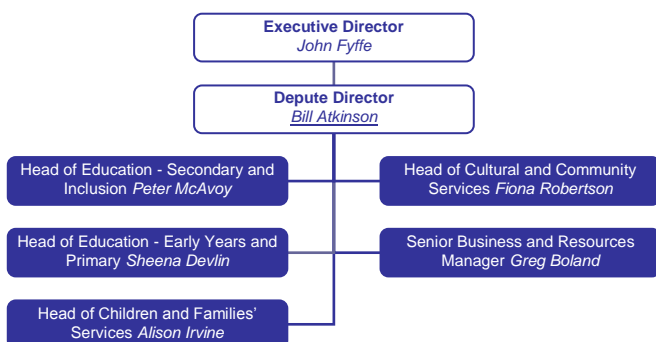
sports facilities, meeting and conference venues, libraries and catering services. In addition to four campus libraries, the Service operates a further 10 libraries as well as Perth Museum and Art Gallery, the Fergusson Art Gallery and Alyth Museum.

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

Both @ Scott Street and Woodlea Cottage opened in 2010. @ Scott Street offers young people a modern facility and a single access point to services. Woodlea Cottage provides integrated respite care for young people with complex, multiple and enduring needs.

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

Diagram 1: ECS Senior Management Team



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

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

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

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

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

Giving Every Child the Best Start in Life

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

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

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

We have received positive inspection reports for our Fostering and Adoption services and continue to provide alternative permanent care arrangements for children, particularly in early years. In addition, the Kinship Care project has been successfully developed to provide dedicated support to kinship carers.

Perth and Kinross fostering service provides very good support to foster carers...Foster carers are involved in the development of the service and feel their views are heard and their ideas are used to improve the service.

Care Inspectorate Inspection of Fostering,
June 2013

Perth and Kinross Council young people's housing support service is based at Wellbank House. An inspection by the Care Inspectorate in May 2013 found that the quality of care, support, staffing, management and leadership at Wellbank was very good.

Overall, we found that this was a well-managed service which had a positive, structured approach to monitoring and developing the quality of the service, taking into account the views of service users, carers, staff and other agencies.

Care Inspectorate Inspection of Wellbank,
May 2013

Emergency or respite residential care and support for children and young people is provided at The Cottages. An inspection by the Care Inspectorate in December 2012 found that the quality of care, support, staffing, management and leadership at The Cottages was very good. The quality of the environment was evaluated as good.

...a well-qualified and experienced staff team was effectively supported by the team leader to deliver high-quality care for children and young people. Throughout the inspection, we observed warm, positive interactions between staff and young people, and found that written records reflected a positive professional commitment to achieving positive outcomes for young people.

Care Inspectorate Inspection of The Cottages,
December 2012

This year, Woodlea Cottage also received a positive Care Inspectorate report. 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. The inspection found that the quality of staffing, leadership and management was very good and the quality of care, support and the environment was good.

The Care Inspectorate identified four requirements through these inspections, all of which have been delivered. Progress with all recommendations has been reported to the Executive Sub Committee of the Lifelong Learning Committee.

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

This approach seeks to ensure that children and young people benefit from strategies to minimise harm; are helped by actions taken in immediate response to concerns and are provided with support at the earliest opportunity.

Inter-agency working continues to be good. All local authority nurseries will have a named Health Visitor to support with health and well-being development and provide general advice for staff and families. The Multi Agency Screening Group (MASG) is well established ensuring early identification and information sharing to inform early intervention. Multi-agency audits have highlighted good practice in engagement and assessment and work is on-going to further develop integrated assessment across Tayside. Our clear focus continues to be on Getting it Right for Every Child (GIRFEC) and improvement will focus on developing multi-agency chronologies and addressing the 'Toxic Trio' of substance misuse, mental health issues and domestic abuse.

Together with our partners on the Child Protection Committee we have developed our performance management information and statistics framework for child protection and we are making effective use of this to shape service delivery and in some cases, service redesign. The mapping work of our CAPSM Operational Group has been recognised as excellent by the [Scottish Minister for Children and Young People](#) and by the Scottish Parliament's [Education and Culture Committee](#).

Activities undertaken to promote and support Child Protection have been wide ranging and successful.

The second annual Getting it Right – Keeping your Child Safe event successfully engaged partners and the wider community. The event was attended by over 500 delegates and focused on safety in the digital age. Prior to the event 40% of the delegates rated their knowledge levels at only 5 or less out of 10.

After the event, 514 (96%) rated their knowledge levels at 7 or more. Further briefings and training events have also been delivered throughout the year to parents, partners and children and young people.

A pilot project was initiated within Perth High School working in partnership with the Scottish Violence Reduction Unit. The project focuses on training young people as mentors and supports younger pupils in developing strategies to address abuse. Work also continues with the Child Exploitation and Online Protection Centre (CEOP) and our involvement at a national level in key groups focusing on internet safety and child sexual exploitation ensures Perth and Kinross practice remains current. Areas for development include the implementation of the Cyber Mentors programme within Perth and Kinross secondary schools and the establishment of a Perth and Kinross e-safety partnership.

[Further information: Child Protection Committee Standards and Quality Report 2012/13.](#)

Our commitment to giving every child the best start in life is demonstrated through the delivery of the Early Years Strategy, our engagement with the Early Years Collaborative (EYC)¹ and the work we are progressing through Evidence2Success (E2S)¹.

We continue to provide targeted support to children in their early years (0-3) at Gowan's Family Centre through the Children and Families Early Years Team. We provide nursery places for vulnerable two year olds and integrated support to their parents/carers at The City of Perth Early Childhood Centre. Provision at Gowan's Family Centre has now been extended to pregnant women and staff have been trained in Mellow Parenting, an approach to further support parents and children in forming good attachments. In addition, integrated services are provided in extended- provision nurseries in Perth and HUB nurseries in eight rural locations for children in need. A recent evaluation found that children have shown positive gains as a result of this provision. Further, our Early Years Development Teachers have responded to the needs of parents with young children across Perth and Kinross through, for example, family learning activities and 'Nursery Natters'¹⁰.

The roll out of restorative approaches¹¹, nurture¹² in nursery and 'Talk, Listen, Communicate'¹³ continue to have a positive impact on the quality of children's experiences. In addition, the introduction of 600 hours¹⁴ early learning and Childcare is being developed as an opportunity to enhance pre-school provision for both children and their families in a planned, year-on-year approach.

In partnership with NHS Tayside, staff have been trained to support birth parents and foster

¹⁰ Nursery Natters: Facilitated opportunities for parent/carer group discussion.

¹¹ Restorative approaches range from: developing a restorative climate in schools with activities such as circle time and peer support; 'restorative conversations', when staff intervene in a situation; or formal restorative conferencing involving all those affected by an incident, including families where appropriate.

¹² Nurture: A small provision supporting children who have difficulties settling into mainstream education.

¹³ TLC: A programme to support children's speech, language and communication.

¹⁴ 600 hours: Children and Young People (Scotland) Bill includes provision to deliver 600 hours of free pre-school care in Scotland.

carers who care for babies with Neonatal Abstinence Syndrome and Fetal Alcohol Spectrum Disorder. Training in this area has also been extended to Children's Panel members.

Together with our partners, we continue to promote evidence-based improvement through the Early Years Collaborative (EYC). Work to increase interaction between mothers and babies has been filmed by the Scottish Government as an example of promising practice. The EYC has supported further networking and improvements across all services involved and we continue to improve partnership working by enhancing the understanding of the respective roles and responsibilities of key stakeholders to better support children, young people and parents.

Case Study: Evidence2Success

Prevention and Early Intervention, Engaging with Parents

The Evidence2Success Project aims to significantly improve outcomes for all children and young people in Perth and Kinross. The project involved gathering and analysing comprehensive data that provides increased understanding of the needs of children and young people. This data will be used to identify and implement evidence-based interventions. The results will lead to changes in service delivery and the targeting of future investment. The data will also inform discussion with communities to create effective structures to support children, young people and their families.

The project has delivered a well-being survey to all schools across Perth and Kinross. The survey collected the views of over 800 parents and 8,500 children and young people. Analysis of the responses has been used to assess how well children and young people are progressing in terms of developmental outcomes. Additional work has also been carried out in North Perth to focus on children in areas of deprivation. The results have been shared with schools and communities across the Authority and extensive engagement has been undertaken to identify the priority areas which will underpin the action plan. The five agreed priorities are:

- Healthy gestation and birth
- School readiness
- Engagement with school & learning
- Substance misuse
- Emotional well-being

Following the agreement of the priorities in November 2013 the project partners will develop an action plan to progress related projects.

We provide a good range of parenting and family learning support. The impact of programmes such as 'Small Wonders¹', 'SPACE¹ and Family Learning Clubs and work with homeless parents at Rio House continue to be positive.

Programmes focussed on improving parenting skills and supporting parents and carers have been successful.

Case Study: Dads' Group, Gowan's Child & Family Centre

Engaging with parents, supporting parenting skills

This group is helping fathers to understand how their children learn and the importance of play at the early stages of a child's life. Dads have enjoyed coming to the group and have been very positive about 'getting some time just for us'. The members have been much more engaged with staff and have asked directly for help and advice about parenting issues. Members set out a 6 weekly programme of activities to be undertaken over the summer. These activities were supported by centre staff.

'Coming to this group and going to the places over the summer has made me want to do more with the kids'. Dads' Group member

Families across Perth and Kinross have access to infant massage techniques to enhance bonding between parent and baby. Parents are either referred or access the sessions as part of a SPACE group programme. Evaluation has shown that the parents' confidence increases and that they gain an increased awareness of their child's development.

The Small Wonders project provides opportunities for parents of young children to meet and share their parenting experiences and we continue to build upon the Supporting Parents and Children Early (SPACE) groups established in 2010. SPACE groups offer vulnerable families the opportunity to experience activities together and access parenting support. Across Perth and Kinross five SPACE groups have been established and are accessed by 50+ families.

[my child] has learned more social skills and interacting with other children. Also meeting the new mums and helping each other with common parenting problems.

Small Wonders parent

I really enjoy my weekly SPACE group. It has been a great support to me during my little boy's pre-school years. I have received lots of good advice through the various discussions and outside speakers. The short break from my child each week to enjoy a cup of tea with adult company is also invaluable.

I really enjoy the Space group. The advice from [the staff] and the other Mum's have been really helpful to me as a first time Mum. The "training" days too (i.e. Dental Hygienist and car safety) have been so informative and as a new person to this area it's also been a great way to make friends. A lifeline some weeks when things are tough!!

SPACE Group members

Family learning opportunities at Kinloch Rannoch, Goodlyburn, Alyth and Aberfeldy, Crieff, Rattray, Kinross, Glenearn and North Inch Campuses have provided opportunities for families to learn and spend quality time together leading to progression to other learning opportunities. For example, over twenty five families have taken part in family learning activities at Goodlyburn including skills classes.

I feel more enthusiastic about cooking at home

Enjoyed spending time with my step-daughter on a one to one basis. It has allowed us to meet other parents and children.

Family learning participants

Case Study: Men and Children Matter

Engaging with parents, supporting parenting skills

The Men and Children Matter Committee was developed to provide family learning opportunities to men with young children and to encourage the men to play a more active role with their children. Funding was secured to create family learning opportunities and as a result the committee was formed by the men themselves. The committee has now been active for a number of years and carries out its own fundraising to deliver activities for men and children. The men participating have greatly increased their confidence and knowledge and have accessed a range of learning opportunities including, numeracy, IT and SQA qualifications in communications. As a result of the success of the group in North Perth further groups have been established across the authority area. The Committee was also nominated for a Scottish Adult Learners Award in 2013 and the project is being showcased at the 2013 Scottish Learning Festival.

'We all come from different backgrounds, such as bricklaying, gardening, engineering, a supermarket, a retired salesman and a fish worker and before this we would never have a reason to spend time together.' Participant

Over the past year, 39 families have accessed a range of support from the Communities service including: Handling Children's Behaviour; child and adult health; parental involvement in children's learning and enhancing family relationships. A key aspect of the service is providing parents with someone they can talk to and who can support them in improving family circumstances and opportunities.

'Family support worker is great, you can chat to her about anything and she is always on hand to offer advice.'

Parent evaluation from parent and toddler group

The successful Time for Mums project based in Auchterarder delivered a variety of learning experiences as well as support and guidance to mums with children accessing full time places at the HUB nursery. This has had a positive impact on the local school community and resulted in group members accessing further learning, applying to college, gaining employment, becoming more involved in the nursery and in their children's learning.

'We take what we learn and use it, like not wasting so much food, eating healthier and more cheaply, and doing things with kids at home, playing and listening better, reading to kids and with kids.'

Time for Mums Participant (Auchterarder)

Case Study: Handling Children's Behaviour at HMP Perth

Engaging with parents, supporting parenting skills

Recognising the important role they have with their child despite being in prison, fathers at HMP Perth took part in a Handling Children's Behaviour Course. As a result of the course fathers increased their knowledge and understanding of their children's behaviour and how to manage it.

They also learned strategies and techniques to cope with children's behaviour, increased their awareness of support available and felt more supported by peers and professionals.

'Realising how important it is for us to encourage kids to do good instead of getting on to them when bad' Participant

We are good at identifying children and young people who would benefit from Corporate Parent Advocates. Corporate Parent Advocates are tasked with supporting and taking an interest in children who are looked after by Perth and Kinross Council. The role is sometimes described as a 'pushy parent' and the CPA is recruited from senior members of staff within the council or partner agencies. The advocate takes an active interest in the child or young person's care plan, helping to tackle issues where progress has become stuck or is not as it should be. The CPA never meets the child/young person but liaises with the social worker to ensure the best care and opportunities are provided.

Resources are also available to parents, pre-school providers and nurseries through our libraries. For example, parenting lapsacs contain information and resources on a broad range of parenting issues such as weaning, sleep routines, early language and potty training while Baby Steps Borrow Bags contain rhymes, songs and a CD of rhymes and songs. These emphasise and encourage the sharing of word and song between parents and children. The Bookbug Bookcrawl and Bookbug Week continue to be very well supported with 800+ sessions delivered

Outreach activities are also delivered to local pre-school groups and nurseries to highlight the benefits of sharing books and activities with young children. Children are engaged in activities, enrolled as library members and staff and parents are made aware of the range of services the library can offer to support them in their work and engagement with young children. These sessions provide an opportunity for informal learning – through songs, actions, stories and rhymes. Volunteers are used in storytelling session in some locations.

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

Within Perth and Kinross there is a strong presumption of mainstreaming of pupils with additional support needs. In the September 2012 Pupil Census¹⁵, excluding pupils at Fairview School, 25.5% of primary pupils and 26.6% of secondary pupils had additional support needs. Children with complex disabilities continue to be supported at Fairview School.

Work continues to improve the effectiveness of planning for children and young people with an additional support need. A Local Autism Network has been established with voluntary sector partners and an autism co-ordinator has been appointed to develop the strategic plan. Work continues to extend the capacity and skills of school staff to support young people with additional support needs. An innovative group consultation mechanism has been developed for primary school learning support

enabling peer dialogue within a problem solving framework.

Children at Allstars at Almonbank House continue to receive highly individualised programmes which support them to remain with their families and engage in learning so that they can return to school. They are also supported to maintain strong links in their communities and develop better relationships with peers and significant adults. Provision has also been extended for young people aged 12 to 16 years with social emotional and behavioural difficulties with the opening of Navigate this session. Young people are provided with short term support and a range of interventions is offered to ensure these young people benefit from a progressive and coherent learning experience which will enable them to make a successful transition back to school or onto the world of independent living, learning and work.

A project to support the independence and living skills of children with enduring and complex disabilities is being undertaken with Fairview, adult services and voluntary organisations. Flexible outreach support is being developed and, as at August 2013, 37 young people were receiving outreach support. Further improvement activity will be focussed on supporting young adults with additional support needs in their transition between secondary school and adult life.

The outcomes for children attending nurture groups continue to be positive. Nurture provision is currently available in 17 primary schools across Perth and Kinross. At the first measurement of impact in June 2013 14% of pupils attending nurture in session 2012/13 had graduated and moved back into mainstream education. From this baseline we have set a target of 20% for 2013/14. New operational guidelines are now in place for nurture groups and we will continue to develop nurture provision across schools to meet our target.

¹⁵ Source: Pupil Census Supplementary Data, 2012, Scottish Government

Case Study: Nurture In Nursery

Supporting children with additional support needs, GIRFEC

We delivered a specific early years training package on attachment and nurture to all staff in 7 Early Years establishments. Pre and post measures on attachment behaviours, relationships and receptive language development were collected and analysed and additional emphasis was placed on creating a more home- like nursery environment. As a result we achieved very positive outcomes for the children, indicating a greater readiness for engagement in learning and relationships, on entry to Primary 1. Over a period of 6 months (December 2012 to June 2013), attachment behaviours improved, approaching the normal range for children of this age. For some children there was also an improvement in language development. Nursery staff also welcomed the tighter assessment and more focussed approach.

This intervention is a cost effective strategy as it helps address attachment difficulties in the early years before entry to primary school. The intervention will be enhanced with additional resources and the outcomes are likely to be improved as the process is embedded.

'Children who did not interact with peers are now interacting with one or more adults or children'.

Staff member

We continue to deliver literacy support to a minority of children who experience significant difficulty acquiring early reading and writing skills within the first three years of school. The Fischer Family Trust Wave 3 Literacy intervention is an evidence-based, time limited, daily individual programme which aims to intervene early with these children and develop their literacy skills and confidence so that they can participate successfully in class. Evaluations of the approach have shown that the intervention is successful and children with learning difficulties or those who have challenging home circumstances have benefited.

Multisensory storytelling sessions have been made available for young children with autism. Parents have been given the opportunity to engage their children with these through our ongoing partnership with Perth Autism Support

Developing Educated, Responsible and Informed Citizens

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

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

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

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

Core quality indicators

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

Quality indicators

- The curriculum
- Improvement through self-evaluation

Since 2010/11 there has been an improvement in the proportion of pre-school centres being evaluated as good or better in relation to the core quality indicators with 100% of those inspected in the past two sessions achieving such gradings.

During academic session 2012/13 six primary and two secondary schools were inspected. Four primary schools were evaluated as good or better in relation to all five quality indicators and eight of the ten evaluations in the secondary sector were satisfactory or better.

Greenloaning Primary School Improvement in performance: **very good**

Children learn and achieve very well. Their confidence and enthusiasm for learning is a strength. Almost all take responsibility for aspects of their learning and work very well, both on their own and also with others...Children identify their strengths and areas for improvement, including older children sharing targets in literacy and numeracy. The school has plans to develop ways to engage children in recording key aspects of their learning. Children like that their achievements are very well celebrated, including through 'star certificates' and best work displays.

Inspection of Greenloaning Primary School,
April 2013, Education Scotland

Milnathort Primary School:
Learner's/children's experiences: **very good**

In the primary classes, children are active in their learning. Almost all work very well together as a class and in small groups. Children are involved in planning and evaluating aspects of their own learning. In almost all classes, children engage well with 'learning walls' which help them understand what they are learning and how to improve. Children are able to influence the work of the school.

Inspection of Milnathort Primary School and Nursery Class, November 2012, Education Scotland

Breadlabane Academy (primary/secondary)
Meeting Learning Needs: **very good**

The school provides very effective support to children and young people to help them learn. In the nursery, resources are well matched to the needs of most children. At times, the pace of sessions could be increased to provide more challenge, particularly for higher attaining children. Across the school and nurture bases, teachers and support staff use a variety of effective learning and teaching approaches to meet the learning needs of children and young people.

Inspection of Breadalbane Academy and Nursery Class, May 2013, Education Scotland

Blairingone Primary School and Nursery Class
The Curriculum: **very good**

Children have a very well-balanced curriculum...Staff involve children very well in reviewing their learning to help plan experiences which are responsive to their needs and interests. Staff take full account of Curriculum for Excellence to ensure that they provide a wealth of experiences for children. They plan very effective opportunities for children to develop and use numeracy and literacy skills and their knowledge and understanding of health and wellbeing in relevant contexts. Children make meaningful links in learning through motivating topics and projects.

Inspection of Blairingone Primary School, September 2013, Education Scotland

Blairingone Primary School and Nursery Class
Improvements through self-evaluation: **very good**

Staff are reflective and work exceptionally well together...Staff engage children meaningfully in evaluating their school, and their own progress and achievements. The headteacher has one-to-one meetings with individual children. She uses colleagues from schools in the small schools network to observe episodes of learning and teaching and provide well-judged feedback to staff. The school gathers and acts on the views of parents, staff, and other partners...Taken together, these approaches are having a real impact and ensure that children have high-quality experiences and influence their learning.

Inspection of Blairingone Primary School, September 2013, Education Scotland

Almost all¹⁶ parents surveyed as part of an inspection in 2012/13¹⁷ feel that their child feels safe at school. Most parents 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 is treated fairly at school. Fewer parents felt that their child benefits from school clubs and activities provided outside the classroom although most pupils said that they know what out-of-school activities and youth groups are available in their local area.

Feedback from the pupils shows that most pupils feel that: the school is helping them to become more confident; they enjoy learning at school; they are getting along well with their school work; they get help when they need it; staff listen to them and pay attention to what they say; staff expect them to take responsibility for their own work in class; they have adults in school that they can speak to if they are upset or worried about something; and staff make sure that pupils behave well.

The results suggest that a key area for improvement is on-going engagement with both pupils and parents. Fewer pupils fed back that they have a say in making the way they learn in school better whilst fewer parents

¹⁶ Almost all = 90% or greater; most = 75% to 89%; majority = 50% to 74%

¹⁷ Results published for five of the seven schools inspected during 2012/13

felt that the school takes their views into account. Nevertheless, overall, most parents fed back that they are happy with the school.

In pre-schools¹⁸, feedback from parents during inspections is similarly positive. Almost all parents feel that their child enjoys the learning experiences at nursery. Most parents feel that the nursery helps their child to be more confident; their child is progressing well in learning; their child finds most learning activities stimulating and challenging; their child feels safe in the nursery; their child is treated fairly at nursery; that staff really know their child as an individual and support them well; staff work in partnership with them in the care and education of their child; the nursery actively seeks out their views and takes account of them; the nursery is well led and the nursery has good transition arrangements for children starting nursery and moving between stages. Overall, most parental feedback shows that they are happy with the care and education their child gets in the nursery.

Inspection reports are scrutinised by members of the Executive Sub Committee of the Lifelong Learning Committee. Twelve months after an inspection a progress report on the key areas for improvement identified at the time of the inspection is provided to the Area Lead Officer 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 within a planned programme form the core of the school improvement framework. 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.

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

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

What is Curriculum for Excellence (CfE)?

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](http://www.pkc.gov.uk) is available on [pkc.gov.uk](http://www.pkc.gov.uk)

Levels of Progression: This is the third academic session in primary and the first in S3 in secondary schools where the planned learning has been undertaken and assessed against Curriculum for Excellence experiences and outcomes.

Most pupils in P4 continue to make good progress at First Level or beyond with their learning in Reading, Writing and Mathematics. Almost all with Listening and Talking. Similarly, at P7, most pupils made good progress at Second Level or beyond with their learning in Reading, Writing, Mathematics and Listening and Talking. Table 3 shows progress for S3 pupils in relation to the proportion of pupils making good progress with their learning at Third Level.

¹⁸ Results published for six of the seven pre-school centres inspected during 2012/13

Table 1: P4 Curriculum for Excellence

P4	Pupils making good progress at First Level or above			
	2010/11	2011/12	2012/13	Trend
	%	%	%	
Reading	89.5	89.0	90.1	↑
Writing	84.7	86.7	87.4	↑
Mathematics	88.3	89.0	90.6	↑
List. & Talk	90.0	90.7	91.9	↑

Source: SEEMIS, 11 Sept 2013

Table 2: P7 Curriculum for Excellence

P7	Pupils making good progress at Second Level or above			
	2010/11	2011/12	2012/13	Trend
	%	%	%	
Reading	81.9	82.9	85.2	↑
Writing	77.3	78.8	80.1	↑
Mathematics	83.1	82.5	84.3	↑
List. & Talk	82.3	84.3	85.0	↑

Source: SEEMIS, 11 Sept 2013

Table 3: S3 Curriculum for Excellence

S3	2012/13 Pupils making good progress at Third Level or above	
	Number	%
Reading	1,098	80.1
Writing	1,088	79.4
List. & Talk	1,104	80.6
Numeracy	1,129	82.4

Source: SEEMIS, 11 July 2013

Further information: Appendix 2a and [Attainment in Perth and Kinross Schools 2013](#).

Curriculum: 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 implementation of Curriculum for Excellence continues to progress and strategic curriculum plans are in place across all schools. School based curricular plans have been developed in all secondary schools for the senior phase. Implementation will be monitored through the School Improvement Framework.

Assessment is an integral part of learning and teaching. In approaches to assessment and moderation, staff have a greater ability to apply shared standards of expectation. 34 SQA nominees were appointed and have undergone formal training to develop a deeper understanding of assessment and moderation in the new national qualifications. All schools are aware of the Perth and Kinross Council Skills Framework and many have started to use it to support their practice. The Assessment and Moderation in Action resource has been updated and developed into an eBook to support staff in their practice. Continuous professional development opportunities have been delivered to support practitioners in secondary schools engaging in moderation practices. This year we have participated in three national moderation projects which have been given a quality mark by Education Scotland.

Key focus areas in the 2013/14 BMIP include improving the assessment and moderation in schools through support and evaluation and evaluating the impact of strategic curriculum plans on learning across primary and secondary schools.

Case Study: St John's Academy Romania Mercy Project

Citizenship, Curriculum for Excellence

The Mercy Project in Bucharest supports sick and orphaned children, families in need, the elderly and the homeless.

The school has raised awareness of the project amongst the community, made a link with the local school, St Joseph's, and has developed primary and secondary educational projects through a connecting classroom approach. Young people raised over £6,000 in just 5 months and thirteen visited Bucharest in the summer 2013 to support the work of the Mercy Project. The experience enabled the young people to turn their values into action.

'this experience has changed my life' Pupil

Case Study: 'Day of Danger' Immersive Learning Project

Curriculum for Excellence

The 'Day of Danger' was developed to test the principle that creative ways of learning take place in unusual or challenging circumstances which encourage participants to think in different ways. The Arts Development Service delivered an immersive learning experience which encouraged innovation in lifelong learning and culminated in the 'Creative Day of Dangerous Ideas'. The day involved 75 S1 pupils and 5 teachers from Perth Grammar, as well as 11 education workers from across PKC. The pupils took part in a day of experimentation, role play and provocation and the education workers had the opportunity to observe, participate in and evaluate the impact of immersive learning techniques. As a result the Education workers gained confidence and skills in the use of immersive learning techniques and developed new ways to engage learners.

"It was brilliant to get to understand the pupils better and building relationships". Teacher

Learning and Teaching Approaches: The variety of Learning and Teaching approaches utilised across the Authority continues to grow.

Almost all children in pre-school settings experience an appropriately wide and varied range of quality experiences to support their learning and development. This includes co-operative learning¹⁹ and sensory activities.

During 2012/13 our co-operative learning academies delivered training to 60 teachers providing a range of CPD opportunities to develop practice. This resulted in increased use of effective co-operative learning in schools. The use of co-operative approaches will be further supported through peer planning of lessons, classroom observation (collaborative CPD) and team teaching of topics. Learning Rounds have been developed in two more secondary schools this year resulting in increased sharing of, and reflection on, learning and teaching in order to enhance attainment and meet learners' needs.

We continue to develop approaches to using technology to improve learning and teaching. We have developed 'Our Cloud', providing a more cohesive approach to ICT and making it

¹⁹ 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.

easier for schools to make more use of technology. Perth City Campus website has been developed providing campus schools with access to online web course choices and a range of virtual learning tools. The campus also has a virtual space where four schools come together as one, supporting a campus ethos. A revision website has been developed to deliver study support for senior pupils in one, easy to navigate, central space with content from all over Scotland. This resulted in an increased range of support for pupils at exam time. A new GLOW²⁰ site for staff has provided an easy way for staff to share what they are working on.

Libraries actively work with nurseries, primary schools and community groups to encourage effective and stimulating learning and to support key areas within Curriculum for Excellence. Their on-going focus has been to increase participation in cross-generational work to support literacies and critical thinking. The guidelines for class visits to libraries have been revised to deliver more focused and consistent opportunities for pupils. A large number of activities are available to support learning including National Poetry Day in the library, the Word's Out! Picture Book Prize, and the first William Soutar Writing Prize for Children and Young People. All of these activities have been enthusiastically received by pupils, parents and teachers.

In partnership with the Gannochy Trust, Living Communities is a further example of a large-scale, learner-led project which we have successfully delivered and will continue to strengthen in 2013/14. The project supports Curriculum for Excellence (CfE) in that it provides young people at primary and secondary level with unique opportunities to explore the cultural heritage and identity of their local communities using a variety of approaches and resources. The project has exceeded its engagement target. By the end of the first phase of the project in January 2013, over 4000 students in 61 schools had been engaged.

²⁰ GLOW is a national safe and secure online community for pupils, parents and teachers, to share information.

Case Study: Perth Academy Residential

Citizenship, Curriculum for Excellence

A need was identified to develop an intervention to target vulnerable, (emotionally, socially or financially) or potentially disengaged young people which would help to raise their confidence, self-esteem and re-engage them in learning. Support was secured from Community Learning and Development to deliver a two day residential in Aberfeldy for these identified young people. The Activities were low or no cost and utilised the local amenities and the natural environment within Perth & Kinross.

In total 28 young people attended the residential and showed improved confidence, better relationships with their peers and increased knowledge of factors relating to their health and wellbeing.

"I really enjoyed the walk and the rafting it was exciting and it was fun seeing staff going in the water" Pupil

Enterprise and Vocational Learning: In 2012/13 pupils achieved almost 700 passes at Access 3, Intermediate 1 & 2 and Higher in SQA Skills for Work courses. Hospitality, Early Education and Childcare, Hairdressing and Sport and Recreation were the most popular courses from the range available.

The development of approaches to flexible work experience resulted in increased numbers of young people being offered extended, relevant and meaningful work experience opportunities. In February, Oakbank and St Madoes primary schools and St John's Academy (secondary) successfully engaged in Micro Tyco, a social enterprise challenge. Around 70 young people developed enterprise and employability skills through their engagement. During National Apprentice Week, 100 S2 pupils, from 5 schools, were given insight into the Science Technology Engineering Maths (STEM) related career opportunities that Scottish Southern Energy has to offer through apprentice or graduate programmes. Each group of 20 pupils spent the day at the Training Centre experiencing a range of practical sessions. 400+ young people engaged in work or vocational experiences, 150 of those taking place over extended periods of time. This

session, the first cycle of Career Academies will engage 40 young people who will be supported by business mentors for two years and offered a four week paid internship between S5 and S6.

Transition: Due to significant support from the Early Years Team, children in most schools and pre-school centres have experienced an enhanced programme of activities to support smooth transitions into primary school. We also continue to support young people with their transition from primary to secondary school and enable them to begin to meet some of their new teachers, subjects and friends. In 2012 the Perth and Kinross Transition Partnership organised four Transition days for primary 7 pupils. This activity was supported by 20 Modern Apprentices who were able to complete their Business Management: 'Working with Others' Unit. Feedback from pupils shows that the majority were more confident about going to secondary school. In addition, 100+ S3 pupils from the participating secondary schools volunteered to help staff with the workshops and support the new first year pupils.

*I am so excited and I can't wait to go
I now have more friends*

Comments from pupils

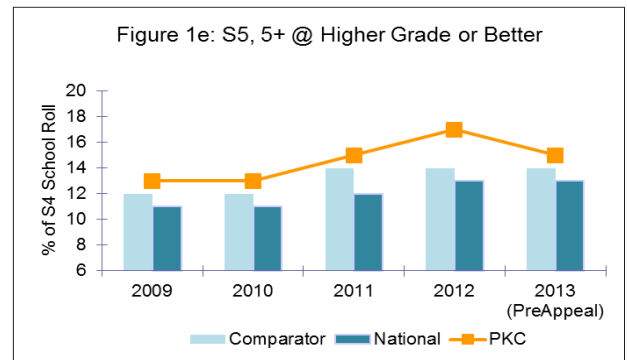
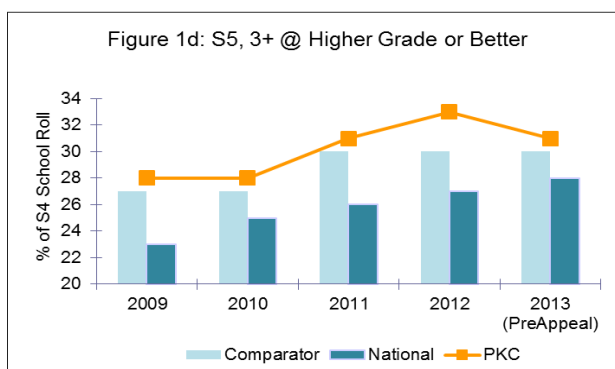
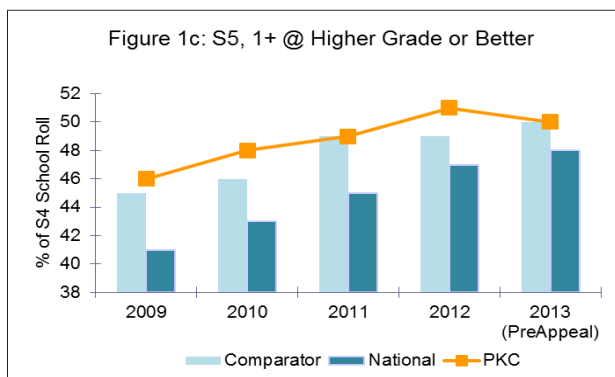
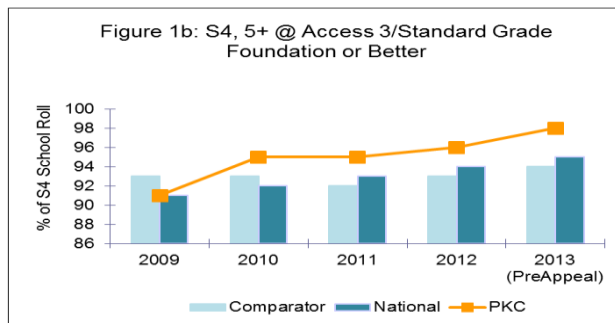
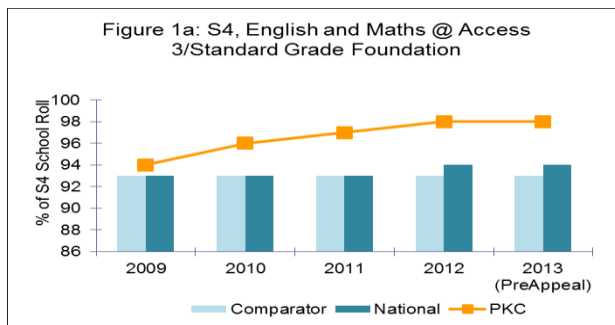
This year's SQA results demonstrate that we are continuing to make very good progress in raising the attainment of pupils in Perth and Kinross.

Attainment in S4, S5 and S6 is measured against key national indicators for Scottish Qualifications Authority (SQA) awards and compared to both the national average and our comparator average²¹.

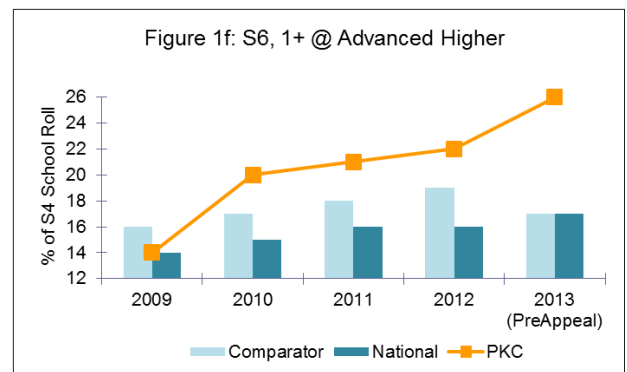
Further information: Appendix 2b and [Attainment in Perth and Kinross Schools 2013](#).

²¹ Education Authorities which share similar socio-economic characteristics as defined by Education Scotland (then HMIE).

Improving performance: Performance has continued to improve against key national indicators in S4 and S6 and in all key measures is the best or equal to the best, in over ten years. This improvement is particularly evident in relation to the performance of S4 learners at Standard Grade General/Credit and Intermediate 1/2. Despite a slight dip in performance at S5 compared to last year, performance remains equal to, or above, the comparator average and above the national average in all twelve measures set out in Appendix 2b.

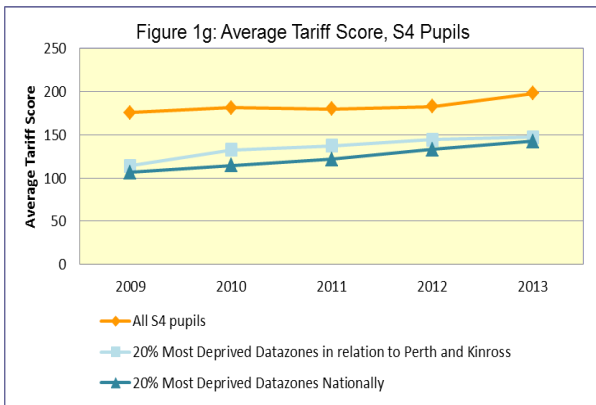


Supporting high achievers: One in four pupils left school at the end of S6 with at least one Advanced Higher Grade. Building on an already strong performance, results at this level have once again improved and performance is almost 10% higher than the comparator and national average.



Focus on inclusion and narrowing the gap: The results for S4 also reflect a continuing focus on inclusion and improving the attainment of our lowest achieving pupils. For these pupils, performance is significantly above both the comparator and national averages. Following a year on year improvement over the past four years, once again almost all S4 pupils (98%) attained a minimum of English and Mathematics at Access 3/Standard Grade Foundation. The percentage of S4 pupils attaining five or more awards at Access 3/Standard Grade Foundation (Level 3) or better has improved and is the best in five years. Improvement in the results of our lowest attaining pupils is also demonstrated by a twenty three point increase in the average tariff score²² for the 20% lowest performing S4 pupils over the past three years.

²² 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.



Source: SEEMIS, July 2013

The results for pupils living in the most deprived areas of Perth and Kinross²³ have also improved. Figure 1g shows the average tariff score for all S4 pupils compared to the scores achieved by pupils living in the 20% most deprived data zones locally and nationally. This shows that attainment has improved across all three groups and clearly demonstrates progress towards narrowing the gap between the attainment of pupils in the most deprived areas within Perth and Kinross and the attainment of all S4 pupils since 2009. This year, although there was a greater increase in the average score across all S4 pupils, pupils living within the most deprived areas within Perth and Kinross achieved the highest average tariff score compared to the previous five years.

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

Table 4: Attainment of Looked After Children by end of S4²⁴

Indicator	% S4 Looked After Children Achieving...	
	2012	2013
English and Maths @ Level 3 or above	81.0%	73.9%
5+ @Level 3 or better	42.9%	73.9%
5+ @Level 4 or better	14.3%	26.1%

Source: SEEMIS, July 2013

38 young people in S4, S5 and S6 had been looked after at some point during academic session 2012/13. Table 4 suggests that progress continues to be made improving the attainment of this group of pupils. The percentage of S4 Looked After Children attaining five or more awards at Access 3/Standard Grade Foundation (Level 3) or better has improved.

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

Attainment by gender: In line with the national picture, girls continue to outperform boys. Positively, the performance of boys has continued to improve across all S4 and S6 measures and is above the comparator averages for boys. The performance of boys in S5 has dipped slightly. 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. Almost all (90%) S4 pupils with a main language other than English, and 78% of those who are not assessed as competent or fluent in English, achieved five awards at Access 3/Standard Grade Foundation (Level 3) or better. In S5, 41% have achieved at least five awards at Intermediate 2/Standard Grade Credit (Level 5) or better and 39% attained at least one Higher Grade.

²³ As measured by the Scottish Index of Multiple Deprivation 2012.

²⁴ Care should be taken with interpretation in view of the small number of young people represented in the figures.

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

E profiles provide a summary of a young person's attainment and wider achievements. All P7 and S3 pupils have been engaged in creating a profile which reflects their learning and achievement. New profiling guidance for 3-18 has been developed and will be delivered to all schools as part of a profiling support package in the autumn term.

Secondary schools have been supported to identify and link wider achievement opportunities to qualifications and we will continue to offer a range of training opportunities for teaching staff, youth workers and volunteers to extend the availability of awards and ensure that they support wider achievement.

There is a wide range of projects delivering creative opportunities to pupils. These include the Short Weeks events delivered to Primary 2-3 pupils providing creative opportunities in Art Drama and Music. School opera projects supported by Scottish Opera delivered opportunities for participation in Music as did NYCoS Boys Choir, an active learning opportunity for boys to get involved in singing. The positively evaluated Blooming Artists provided wider achievement opportunities and was exhibited at Perth Museum and Art Gallery. Show in a Day, attended by 1300 young people accompanied by professional musicians, became the inspiration for future end of term productions.

A range of awards caters for all levels of ability and includes: Duke of Edinburgh, Dynamic Youth, Youth Achievement, the John Muir Award, the Saltire Award and the in-house Munro Award. Young people participating in these awards have to plan and identify personal goals leading to an increase in confidence, an increase in skills and an increase in independent thinking. In 2012/13 841 young people participated in the Duke of Edinburgh Award with 231 achieving bronze, 113 silver and 58 achieving gold awards. 89 young people received a Youth Achievement Award; 12 young people received a John Muir

Award; 115 received a Dynamic Youth Award with a further 75 young people gaining their Saltire Award. 54 young people were also recognised for their contributions to their local communities and achievements at the 6th Spirit of Youth awards in front of an audience of over 850.

Case Study: Chaos Youth Theatre

Citizenship, Curriculum for Excellence

Chaos Youth theatre was established to provide an affordable and accessible after school activity for P5-P7 children in North Perth which offers an active and creative alternative to sport. Through drama and fun delivery, the aim is to increase the confidence and self-esteem of individuals as well as developing group skills of listening, communication and team building. As a result of securing an Awards for All grant both Chaos Youth Theatre and Perth Grammar Drama Club were able to pool resources and deliver better experiences.

Participants are now offered a leadership qualification and are given the opportunity to see a range of professional theatre productions in addition to club activities. As a result attendance has increased with 50-70 people attending per week .

" I love drama club because I get to work with people who also really love drama" Pupil

A range of support is provided to pupils to support them to attend school.

Attendance: Although attendance is still higher than in 2010/11, it has decreased slightly since 2011/12 across all sectors. However, unauthorised absence levels have remained relatively consistent across both the primary and secondary sectors over the past three years. Compared to the secondary sector, attendance over the past three years has been consistently higher in the primary sector. This reflects the national picture.



A review of the Attendance Recording: Management Guidance and Operational Procedures was completed last session and revised guidance approved by Lifelong Learning Committee in August 2013. The revised guidance aims to improve consistency in recording attendance and the reasons for absence and provides helpful guidance to schools about when to refer to other agencies or statutory bodies. It fully embraces the principles outlined in the national report: Included, Engaged and Involved (2011).

Table 5: % Attendance

	2010/11	2011/12	2012/13
Primary	95.4	95.6	95.3
Secondary	91.5	92.7	92.4
Special	94.1	95.1	93.0
Total	93.7	94.4	94.0

Source: SEEMIS, September 2013

Community Link Workers focus upon early intervention and preventative work with young people and their families through 1:1 sessions, small groups, family support, short courses and holiday activities. Between April 2012 and March 2013 Community Link Workers supported over 661 individuals, increasing their confidence, addressing issues and overcoming barriers to their learning. As a result of positive interventions, young people are more aware of their risk taking behaviour and become more confident to make positive choices and develop positive friendships. In some cases, the self-esteem of participants significantly improved and young people were better able to use coping strategies in their day to day life. Many young people have worked towards participating more fully in school and have increased their attendance.

 *I got my positive side back* 
 Comment from pupil

Attendance: The revised guidance for staff in relation to managing, monitoring and improving pupil attendance has resulted in a clearer, more streamlined process which aims to resolve any issues at the earliest possible stage.

Exclusions: Although there has been an increase since 2011/12, the number of exclusion incidents remains below those reported in 2010/11. Following a slight drop last year, incidents in the primary sector have increased. In the secondary sector there has been a year on year decrease in the number of exclusion incidents over the past three years. The rate of exclusion in the secondary sector is consistently higher than in the primary sector. This reflects the national picture.

Table 6: Number of Exclusion Incidents

	2010/11	2011/12	2012/13
Primary	114	112	153
Secondary	458	381	354
Total	572	493	507

Source: SEEMIS, September 2013

Exclusion is an important, infrequently used approach to developing a more long term approach or package likely to reduce the need for any repeated use. We continue to support the on-going development of approaches to ensuring the social and emotional wellbeing of children and young people. Restorative approaches are embedded in almost all schools within Perth and Kinross and the delivery of restorative approaches to more than 50% of partner centres has positively impacted on staff confidence and consistency.

Nurture approaches in secondary schools have been introduced and there is now more scope for flexible curriculum choices that involve vocational skills based learning as well as more traditional subjects.

The number of pupils with an emotional or behavioural disorder (EBD) who are receiving mixed learning provision decreased from 114 in 2011 to 72 in 2012 and 77 in 2013. We continue to plan services to take account of this need. Curriculum for Excellence and GIRFEC both contribute to a more holistic view of the needs of children and young people and shift the emphasis from behaviour alone. The guidelines on pupils on part-time timetables have recently been revised.

Promoting a Prosperous, Inclusive and Sustainable Economy

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

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

Through the Perth and Kinross Guarantee we continue to provide good support to young people and strengthen our approach to developing skills of learning, life and work .

The Perth & Kinross Guarantee supports young people by providing work related opportunities to develop their skills for learning, life and work. This includes increasing young people's participation in post 16 learning or training and employment through appropriate intervention and support and ensuring relevant work experience opportunities at an appropriate stage. Through our career academies we have engaged 40 partners in business (mentors) with related internships. Students are interviewed and matched to an appropriate mentor for their internship.

There has been an improvement in the proportion of young people going on to positive destinations in Perth and Kinross over the past two years, from 88.5% in 2009/10 to 92.8% in 2011/12²⁵. This exceeds both the national average and the average of our comparator authorities²⁶. In addition the number of young people in the More Choices More Chances

(MCMC)²⁷ group has decreased from the previous year to 490²⁸ young people.

Schools continue to offer a range of Skills for Work courses and the development of approaches to flexible work experience resulted in increased numbers of young people being offered more relevant and meaningful work experience opportunities.

Case Study: Post 16 learning, training and/or employment

Employability, transitions

The successful LINC²⁹ programme has been extended to encompass more of our rural localities and now provides up to 70 places of on-going support throughout the year. Working with partner organisations in the voluntary sector based in communities across the authority area, the programme provides a simple pathway towards higher level employability opportunities as part of an Activity Agreement. From October 2012 to September 2013, 78 young people completed an activity agreement and successfully moved on to a positive next step.

The Enhancing Employability Programme continues to deliver programmes to support school leavers. Funding has been secured to deliver seventeen programmes in 2013. BY September 2013 over one hundred and fifty pupils had benefitted from attending programmes and feedback from pupils was very positive.

The Directions programme successfully engaged with nineteen Christmas leavers in Perth and Kinross in 2012. All of those directly involved with the programme progressed to positive destinations after turning 16.

²⁵ Source: [Attainment and Lever Destinations Supplementary Data](#)

²⁶ Borders, Aberdeenshire, Stirling, Argyll and Bute, Highland

²⁷ [More Choices, More Chances: A Strategy to Reduce young people not in Education, Employment or Training in Scotland.](#)

²⁸ Source: [More Choices More Chances datasets, Scottish Government](#)

²⁹ [Linking into New Careers](#)

Case Study: Raleigh Outdoor Adventure Residential(ROAR)

Positive destinations, supporting young people

During 2012 there were 390 young people age 16-24 claiming benefits in Perth and Kinross, including 41 living in hostels. In response to an identified gap in opportunities for personal and employability development for these young people, a project was developed in partnership with Raleigh International.

Young people who have faced challenges, for example homelessness, are supported to challenge their personal boundaries on a week-long residential experience. Participants gained a sense of achievement and confidence in their own abilities, particularly in team settings. The activities also improved participants' self-reliance, self-awareness and transferrable skills.

During 2012/13 ten young people successfully completed a five day ROAR. All participants were able to move onto their own tenancies with some moving onto employment or college. Three young people also went on to complete an overseas expedition in Borneo, Costa Rica and India. Four young people are currently planning for expedition in spring next year.

'I have been able to refer to the programme a lot in my interview process, as most of the questions asked, the Raleigh programme had provided me with the perfect answers!' Participant

The Opportunities for All Partnership³⁰ continues to support young people's participation in post 16 learning, training and/or employment. We continue to deliver 16+ Learning Choices meetings in every secondary school to support young people at risk of a negative destination and have extended this provision to include partners from the voluntary sector. Delivery begins from S3 onwards.

Across the partnership 500+ places are now available to support participation in post 16 learning, training and/or employment. This includes support provided through individualised and small group provision; the Perth and Kinross Council Hub outreach service; Skills Development Scotland Work Coaches and the Youth Employability Scheme wage incentive (90 places). This is in addition to LINC courses, the Enhancing Employability Programme and the Directions Winter Leavers programme. As a result, provision is now

³⁰ Perth & Kinross Council, Skills Development Scotland, Perth and District YMCA, Perth College (UHI), Job Centres Plus and NHS Tayside

distributed more widely throughout Perth and Kinross.

Across Perth and Kinross, there are over 2000+ young people registered with Youth Services. @Scott Street continues to provide some of the most vulnerable young people access to a range of support services including NHS Young People's Health Team, The Web Project, Barnardos Scotland, The Venture Trust, LGBT Youth Scotland, Skills Development Scotland and Job Centre Plus. Footfall continues to grow, with the monthly average increasing from 450 in 2010/11 to 700+ this year.

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

During 2012/13 there were over 12,000 attendances at adult learning activities, sessions or drop-ins. The service has also engaged with 1000+ individual adult learners.

Activities such as Spring Online and Bytesize have supported older people and other less confident users to take their first steps with computers and digital technology. Following a successful bid to the Scottish Libraries and Information Council, workshops have taken place introducing users to a range of digital devices. A pilot programme of master classes was developed to support artists to grow their skills and improve their business.

‘ Excellent teaching constantly pushing me to another level. Participant

Over the past year Adult & Family Learning delivered a wide variety of opportunities to support adults back into work, education or training including regular drop in sessions for support with CVs, welfare benefits, job seeking, IT skills, literacies and volunteering. The Job Shop in Blairgowrie has developed over the past 18 months, bringing together literacy, computing, adult learning, libraries staff with Job Centre Plus and voluntary sector staff to provide a range of support. Drop-in opportunities are offered in Aberfeldy and Pitlochry in partnership with Perth College and Voluntary Action Perthshire and, as a result, over 40 residents have been supported to access volunteering opportunities, college courses, employability support and adult guidance support. In Letham, Next Steps offers similar support and has recently been piloted in Coupar Angus.

Case Study: Life As We Know It

Improving literacy, engaging with literacy learners.

Based in Highland Perthshire the project aimed to improve community integration, break down language barriers and improve adult literacy through the production of a community publication. Creative writing workshops were held across the area. Almost fifty contributions were made by participants, a third from ESOL learners. Submissions were collated and edited by local volunteers and developed into a book. Over 80 people attended the launch during Adult literacy week.

The book provided learners with an opportunity to progress and enabled workers to re-engage with previous learners. Links with other local organisations and projects were developed. The project has acted as a catalyst for future learning opportunities with an oral history project and creative writing classes now being developed.

'To see my mum's poem in this new book makes me feel very proud of a very special mum and what she achieved'

The Adult Learning and Numeracy Partnership continues to provide a very good range of literacies and ESOL³¹ programmes to meet the needs of adult learners and improve their life chances. This includes innovative partnership

³¹ ESOL: English for Speakers of Other Languages

projects such as Cultural Connections³², Crossing Borders³³, Coupar Angus MEAD³⁴ project, literacies publications such as 'Life As We Know It' and creative writing groups. Continued delivery of literacy projects in HMP Perth Prison, Churches Action for the Homeless and Murray Royal hospital is also supporting hard to reach and vulnerable groups. The appointment of a Reader in Residence (Families) has allowed targeted work to help vulnerable families and young people access a range of reading opportunities and activities.

The number of adult literacy and numeracy learners increased to 400+ during 2012/13. Learners are achieving their stated goals as identified in their Individual Learning Plans and partners are very successful in engaging targeted groups and assisting learners to overcome barriers to learning. The level of engagement reflects the sustained work with individual learners alongside regular group work and paired learning to support numeracy, budgeting and employability skills. 80+ learners have achieved accreditation through participating in adult learning opportunities at Goodlyburn.

Crossing Borders has been developed by Highland Perthshire Community Learning Partnership to meet the language and integration needs of the growing migrant population. Parents and children work on developing English language skills, gaining understanding of school provision and building confidence to access services resulting in greater integration with the Aberfeldy community.

³² Cultural Connections: This project provides opportunities for people from different cultural backgrounds to come together and to learn, share their experiences and develop skills for learning, life and work.

³³ Crossing Borders: The project delivers English Language provision and supports learners to engage with support services.

³⁴ MEAD: Minority Ethnic Access Development project.

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

The development of opportunities arising out of Perth's City status as well as the Year of Homecoming, the Commonwealth Games and the Ryder Cup all in 2014 continues to be a key focus. A Legacy Plan has been developed which sets out a range of programmes and activities to celebrate these key events.

We continue to invest in our museum services. Visitor figures improved from 105,512 in 2011/12 to 129,278 visits in 2012/13. A targeted program of exhibitions including Dinosaurs Unleashed led to increased family attendances. Other events such as the Living Communities Show, the Artists' Rooms' Robert Mapplethorpe exhibition, the Carpow Logboat and Four Season exhibitions attracted a wide range of visitors both nationally and internationally.

A new public cultural programme will be launched in November 2013 to ensure we maximise the opportunities to showcase our rich cultural and heritage assets. Community involvement remains vital and we continue to seek the views of non-users through the Big Listen 2 survey. The findings of which will be used to inform service planning and improvements.

Perth Museum & Art Gallery (PMAG) was also refurbished in March 2013, maximising the use of space and improving visitor facilities in the entrance. The newly conserved Paris Sculpture now benefits from a far more prominent location for display. Enhanced interpretation and improvements have also been made to the display of The Pictish Stone. Further work is planned for 2014. Two films were commissioned to showcase the collections in PMAG and the Fergusson Gallery. The films also show 'behind the scenes' views of collections not on display. Further films and installations will be developed.

Case Study: Artists' Rooms' Robert Mapplethorpe

Arts Development, Curriculum for excellence

Feedback from The Big Listen highlighted that there was an appetite for more modern art to be shown in Perth and Kinross. As a result in Partnership with Artist Rooms an exhibition of work by Robert Mapplethorpe was brought to Perth Museum and Art Gallery (PMAG). Funding was secured in partnership with Artist Rooms, Dunoon Burgh Hall and Linlithgow Burgh Halls and a programme and marketing was developed by the Arts Development Service. During the period of the exhibition over 40,000 people visited PMAG with a further 338 local participants in education activities, in addition to a range of other activities with young people and adults.

As a result of the exhibition and activities we extended our community of young learners particularly those who were rurally isolated as well as expanding links with other community groups. We improved local partnerships and developed Curriculum for Excellence outcomes by increasing awareness of Mapplethorpe and his work.

"Beautiful, inspiring exhibition – great to see it here in Perth" Visitor

Work continues to support local creative industries by encouraging the sector to be more independent and skilled in fundraising and delivery. Strathmore Arts Festival (stART) is a successful community-led arts festival which has had a positive economic impact. Support was provided to volunteers to plan, promote and access funding to deliver the event. Advice and support was given to Perthshire artists to open their studios and workspaces to visitors in September. 65% visitors came from Perth and Kinross, 25% from Scotland, 6% from rest of UK and 4% from overseas. 75% of visitors intended to make a purchase or commission work. We also continue to provide advice and support to Perthshire Visual Arts Forum, a constituted group of artists who organise events in Perthshire to network local artists with each other and internationally. Events provide inspiration, information and opportunities for career oriented artists.

Libraries and Information Services continue to see changes in the ways customers use our services with a small decrease in in-person visits but a considerable improvement in the uptake of on-line services. These allow customers to access services at a time convenient to them. The expansion of our on-line services includes an externally funded e-book, e-audio and e-magazine service; the addition of Theory Test Pro to our excellent range of on-line databases; the introduction of Library Elf, a texting and e-mail service to borrowers; a Library Facebook page; a new look library catalogue and the very recent launch of the Library App. These reflect our desire to modernise and adapt our service to meet customer demand. The forthcoming Big Listen 2 will particularly target non and lapsed users of our service, providing data to allow us to better understand and tailor services to them. Our presence at community events and work with partners will also assist with the promotion of library services.

The book group broadens your horizons, lets you see how others view the books and is so enjoyable. I read a 'book group book' differently, sometimes more than once if time permits and get so much more from it. Also I go on the internet and find out details about the author and read more.

Library users

I am listening to your e-audiobooks with great delight. Thank you so much, this is just wonderful.

I was told about e-mags yesterday, went home and tried it, found it all very straightforward. I think it is fantastic. I'm delighted.

Library users

Libraries also continue to offer a varied and vibrant programme of events such as author talks, workshops, story-time, Rhymetime and Chatterbooks sessions. Libraries now run 30+ reading groups for adults and children. This year saw the launch of a programme of workshops for customers offering support with IT, E-books, on-line databases and a Know your Library session.

Supporting People to Lead Independent, Healthy and Active Lives

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

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

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

Health and wellbeing continues to be a key focus in schools. This is supported through the Improving Health: Improving Learning re-accreditation process for Health Promoting Schools and the professional development of staff involved in the accreditation team. We anticipate that all schools will be re-accredited by December 2014. Very good progress has been made in providing guidance and advice to schools on a range of health and wellbeing related subjects including asthma guidance, See Me Mental Health programmes and physical activity. Effective relationships have been developed as a result of close partnerships working to develop these materials. Regular training, increased awareness of mental health issues and an increase in staff confidence in managing asthma have all had a positive impact on the experiences of pupils.

A number of aspects of the health and wellbeing curriculum have been reviewed this session including those delivered by Home Economics, Physical Education and Guidance. Very good progress has been made in planning to ensure appropriate coverage of experiences and outcomes. The main focus for the year has been on building capacity and developing the skills of staff.

The Tobacco and Safe Choices Peer Education Project supported 40+ young people from Perth Academy, Perth High, Perth Grammar, Blairgowrie High School and St John's Academy to improve their knowledge of health issues and increase their presentation skills.

A range of community programmes also supports people to make positive choices in relation to their health and wellbeing. 100+ people participated in courses to develop their confidence and learn new strategies to build confidence and self-esteem. In partnership with NHS Tayside the Blethers groups in Ballinluig and Stanley provided opportunities for isolated older people to meet and interact with peers and access new skills in using modern technology.

In partnership with Perth and Kinross Active Schools, Arts Development and Horsecross Arts, funding was successfully secured from Creative Scotland and a Dance Development Officer appointed last year. Five new dance groups have been created and 'Let's Dance' inclusive dance classes are being held in Perth and Blairgowrie with Scottish Dance Theatre mentoring. Training is on-going to increase the number of teachers who can deliver national qualifications and deliver CPD sessions in dance. A Dance Strategy is in development and planning is underway for a Dance project entitled 'Water and Glass' which will bring together able and disabled dancers working towards a public performance.

Enjoyed the dance CPD on the in-service day and as I am not exactly a dancer myself found the floor movement and partner conversations comfortable and fun to take part in, which I think the pupils would as well. Will definitely be using your ideas in my dance blocks.

Teacher

The Culture Club holds regular artist-led classes for adults with mental health issues. Adults are referred through partnership with NHS mental health teams. Participants have reported increased levels of skill and confidence and improved mental well-being through group participation. Some participants have entered work for the 'Outside In Scotland' exhibition at Perth Museum & Art Gallery.

A very good range of resources and information to support health and well-being is available through our libraries. This includes extensive collections and a broad range of information and self-help courses promoted under the banner of Find Health. The Books on Prescription service is now available in all libraries and was accessed 300+ times in 2012/13. In addition we have provided the Beating the Blues cognitive behaviour therapy course which is being expanded to other libraries across Perth and Kinross. Materials to support anger management are also available at libraries.

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

We continue to work with our partners, including Live Active Leisure, to provide high quality sport facilities. This year greater investment in targeted family swimming campaigns and programming improvements, including adult classes and junior holiday sessions, resulted in an increase in swimming pool programmes at Live Active Leisure (LAL) facilities. In addition, LAL attendances continue to increase across sites. The acquisition of a new sports venue (Dewars Centre) along with improved programming and marketing following the Olympic Games are all having a positive impact on usage figures

LEAD Sport

Volunteering, employability

The LEAD Pathway offers opportunities and support to young people who are passionate about leadership in sport. The programme engages around 400 young people delivering over 10,000 hours of volunteering in sport each year. This has led to an increase in participation through increased capacity, particularly in extra-curricular school sport.

Through the School Sport Coaching Project, Sports Leaders Awards, the School Sports Council, Ultimate Sports Leaders and Modern Apprenticeships in Sports Management the programme supports leadership and volunteering opportunities as part of a clear, supported pathway linked to employability.

The LEAD Pathway was awarded the London 2012 Olympic Inspire Mark. This award was made as a result of the way the project enhances the lives of the young people involved through sport and for the range and breadth of partners involved.

'LEAD Sport helped bring the values and spirit of the games to Perth and Kinross and played a huge role in the success of London 2012'.

Francesca Vacca, National Inspire manager for LOCOG

Each stage of the LEAD Pathway is considered to be best practice in sports leadership and volunteering. In particular, Sports Leaders Awards are seen as the national standard for young people volunteering in sport.

Perth and Kinross the first local authority in Scotland to offer Modern Apprenticeships in Sports Management as part of the LEAD Sport pathway in 2012. This has enabled us to offer vocational opportunities to those young people looking to pursue a career in sport.

'...applying for opportunities and having to achieve targets I gained confidence and self-belief. A completely worthwhile project!'

Participant

A local Physical Activity and Health Alliance has been established to develop a Charter for Physical Activity in Perth and Kinross and, through the development of Community Sports Partnerships (CSPs), provide a structure to inform locality planning for sport. Schools, Live Active Leisure, Sports Development and local clubs will work collaboratively to develop locality appropriate provision. Over the past year the CSPs have worked with 50+ clubs and organisations with a combined membership of over 8000 people. Locality

plans have now been established for the majority of areas in which we work with priorities identified by the local community partners. This initiative is part of the national Community Sports Hubs programme being delivered as part of the legacy of Glasgow 2014.

Our Active Schools programme has reported a yearly increase in extracurricular school sport from 2009 to 2013. This is supported by a significant increase in the number of volunteers, up from 503 in 2011/12 to 657 in 2012/13. We have a specific focus on maintaining participants, particularly girls, between Primary 7 and Secondary 1 and this was achieved again in 2012/13.

Projects targeting identified vulnerable individuals have resulted in improvements in the health and well-being of those involved. Work is currently being undertaken to use outdoor and adventurous activities to engage vulnerable pupils at St John's Academy and Kinross High School. Educational outcomes are identified with and for each pupil and outdoor experiences such as kayaking, bushcraft, gorge walking and climbing are used as learning media. Individuals have acquired new skills and have reported increased levels of confidence.

There are good opportunities for families to participate in sporting activities. Programmes are delivered to educate parents so that they have the confidence and knowledge to give their own children the best start in life. Physical activity groups in St Johns, Perth Academy and Blairgowrie are examples of this approach.

There are also very good opportunities for children and young people with additional support needs to participate in sporting activities. An Athletics Project for the disabled delivered by Perth Strathtay Harriers, with funding and support from PKC, and the provision of Disability Sport Workshops for Coaches exemplify these.

Performance programmes are promoted and accessible and with funding from the Gannochy Trust, squads are supported in, Gymnastics, Hockey, Netball, Squash, Swimming, Table Tennis and Tennis. This programme currently supports 156 young athletes. The Perth and Kinross Talented Athletes programme also supports 58 athletes and 41 from the British Curling squad.

Activities are planned to maximise the opportunities provided by the 2014 Commonwealth Games and Ryder Cup to increase participation in sport and active recreation. These are set out in the Legacy Plan and include the Get Involved Sports Camp, Perth Kilt Run, 7 days of Sport programme, the Golf Events programme and a specific project to promote Geocaching.

Creating a Safe and Sustainable Place for Future Generations

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

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

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

Case Study: Social Enterprise

Supporting communities

Work continues to support community led economic development initiatives including social enterprises.

Remake in Strathearn works with the community, providing arts and crafts classes and volunteering opportunities. The project re-uses items which might otherwise end up in landfill. Remake has been supported with committee development and in successfully seeking grant funding.

GrowBiz, Enterprising Eastern Perthshire, entered its sixth year of operation and was supported to gain charitable status. Using a community panel Growbiz supports people in Eastern and Highland Perthshire who want to set up or expand their business.

Coupar Angus Youth Activities Group (CAYAG) was supported to gain charitable status, and now holds the former 'Y' building in the town in trust for the local community. As well as supporting youth provision in the town, CAYAG is also an important community change group supporting ESOL provision for migrant workers in the area and a local timebanking group.

In partnership with members of the community, public sector agencies and the voluntary sector, local priorities continue to be identified and addressed through our six Community Partnerships. The Partnerships have delivered a number of events, celebrations and projects including Better Place to Live, funding fairs and community days. The Better Place to Live Fair in Kinross provided local community members, groups, organisations, local businesses and services of Kinross-shire with an opportunity to celebrate community achievements; make links with organisations from other communities; develop networks; attract new members and showcase what they do as well as gaining a sense of pride in Kinross-shire. 93% of the participants said it was beneficial to their group, organisation, service or business. Community Connections in Breadalbane Community Campus brought together 45 community, voluntary, and statutory organisations leading to a range of new activities.

Support has been given to over 180 community groups leading to innovative and diverse projects being delivered throughout Perth and Kinross.

Letham Climate Challenge has developed its Swap Shop helping local new tenants to furnish their homes and reduce waste through recycling. Their work also includes a community allotment.

Case Study: Oudenarde Community Group

Supporting communities

Due to the recent economic crisis the building and development of the new village of Oudenarde, by Bridge of Earn, was postponed with less than 10% of the properties and none of the amenities completed. This has left a small community of 97 homes with no facilities. A Community Open meeting was held in May 2012 and the Community Capacity Building worker was invited to attend in order to provide assistance and support.

Feedback from the open meeting highlighted frustration that there nothing to do for adults or children and this was leading to anti-social behaviour. There was a desire to bring people together to develop a community group that could provide activities and encourage community cohesion. The community Capacity Building Worker facilitated a meeting with the community along with Youth Services and created a committee which helped deliver a program of activities over summer 2012.

The group is now established and has carried out a community consultation, organised fun days and developed a community newsletter as well as a new summer programme for 2013 attracting 180 children and around 80 adults.

This has been a successful project in developing community capacity and encouraging positive working relationships within a community.

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

South Perth Gardens, a community led gardening project, supported by South Perth Community Partnership, has encouraged local people, families, schools and local projects to work together to grow vegetables and flowers, promote environmental sustainability and social inclusion. The project has provided a learning opportunity for nurseries and schools and is a vital part of a recovery programme for people with mental health issues or drug and alcohol related problems. The project has also caused a run-down disused area to become a valuable and attractive resource for the local community who are encouraged to visit the site and use the garden area on a regular basis.

The Loon Braes Partnership brought together community groups, local individuals and planning partner services to improve an area of parkland in Davie Park. Over the last year the group has constituted, raised significant funding and had pieces of work done to improve paths. Native trees have been planted improving biodiversity and there has also been a litter pick. The group has also run a number of very successful community days in the park with over a thousand people attending in August of 2012. The group won the 2012 Securing the Future Award in the Working with Communities section.

Work continues to support communities to access external funding through developing the appropriate skills within community partnerships. Funding workshops were run in Kinross, Strathearn and Highland Perthshire and included a range of community representatives and groups who then accessed funding for their projects. Funding acquired ranged from £500 to £104,000 giving a total of more than £350,000 being drawn into the community. Groups associated with community owned halls and facilities have been supported to apply for funding to improve disabled access, carry out essential repairs, refurbish and update facilities ensuring these facilities become more environmentally friendly.

"The support and interaction of the community capacity building team adds another avenue and networking capacity to our daily business and in our work. We appreciate all that the team undertake and involve us in."

Service user

Numerous activities and opportunities for volunteering are offered and supported by our libraries. This includes support for book groups, genealogy, preservation and indexing work and work with vulnerable groups. 170+ individuals volunteered 4000+ hours last year. The Arts and Heritage Service also continues to offer a broad range of volunteering opportunities contributing to the improvement of collections management and exhibitions.

"The opportunity to work with the collections has been really interesting and key to my career change and gaining my qualification."

Volunteer

Our ongoing aim is to strengthen our communities for the future, recognising the need to identify the unique and distinctive local cultural identity of Perth and Kinross.

Local Studies and Archives continue to collect, preserve and make accessible wide ranging collections of local material which support research and the heritage interests of local communities. Good opportunities to explore and celebrate cultural life and heritage are offered through our libraries

A programme of exhibitions and events at Perth Museum & Art Gallery was planned to support the Year of Natural Scotland 2013. The programme was devised to showcase both the distinctiveness of the area and the museum collections. The main exhibitions were Picture Perthshire which featured the best landscape paintings and artworks from the collection, dating from the 18th to the 21st century (March to August 2013) and Alien Invasion – the incursion of non-native species into our landscape. This exhibition was organised in partnership with Scottish Natural Heritage and ran from April to December 2013. The third major exhibition was A Sense of Place featuring paintings by the Royal Scottish Society of Painters in Watercolour inspired by the landscape of Perth and Kinross. This was in partnership with Perth Festival of the Arts and ran from May to July 2013

Work continues to improve the accessibility of our services.

The recent installation of the text to speech software WordTalk on all People's Network computers provides help for visually impaired users. We continue our commitment to the Royal National Institute for the Blind 'Six steps' programme. The Make a Noise in Libraries Fortnight held every June, was again very successful. Libraries also provide TextHELP and Read&Write 10 GOLD, the world's leading support software for individuals with Dyslexia, has undertaken a Visual Impairment Audit in the AK Bell to help us to improve accessibility. The lending of e-readers to housebound clients was piloted to encourage online access

and expanded free Wi-Fi was made available in Scone Library.

We have carried out extensive community work with the Gypsy Traveller community in Kinross leading to the development of a local working group including staff from partner agencies and the voluntary sector. As a result a range of support has been provided including improved links between Gypsy Traveller groups and services, such as improved support for the enrolment of children in nursery, and the creation of a Gypsy Gels Youth Group. Gypsy Traveller women were also supported to give evidence before the Scottish Parliament.

The Adult Learning Partnership is also working with Minority Ethnic Access Development project (MEAD). The MEAD Project was set up in 2010 to provide a 'one stop shop' for migrant workers and settled black and minority ethnic communities. Since then the team has identified a number of issues affecting the communities such as the need for flexible English language provision, support for discrimination at work and community safety. Learners have reported that learning English significantly boosts their confidence, wellbeing and general life chances. They are more able to access services independently and feel more informed when dealing with other agencies. 100+ learners benefited from this provision in 2012/13.

Case Study: New Horizons and Cultural Connections

Inclusion, supporting communities

New Horizons brings together people from a variety of backgrounds to engage in community based adult learning. Over the course of two years there have been more than thirty participants from over eleven countries. As a result friendships have been built and understanding across cultures developed, breaking down barriers, promoting participation, and creating a sense of community for all involved. Many members have progressed to college, work, volunteering and other learning, with all group members reporting gains in confidence and self-esteem.

'I would never do these things without the group.'

'I would never have thought about going to college, and never have been there without New Horizons.'

Participants

Cultural Connections was designed to address issues which inhibited good community spirit and prevented good relationships within the community. These included: worries about communicating with speakers of other languages; fear of communication breakdown because of difficulties understanding or being understood or because of cultural differences; limited understanding of other cultures, backgrounds and experiences and confidence in their own abilities. People have reported changing their perception of people from other countries and feeling more confident about talking to speakers of other languages and vice versa.

'Great idea to learn more about each other's customs and traditions (and in a social & fun way). Better integration into local communities.'

Participant

Building on the achievements of New Horizons a group for Asian women has been created leading to the development of an English for speakers of other languages (ESOL) group at Glenearn Community campus focussing on IT skills. ESOL IT was piloted with one course for Asian women and two courses for the Chinese community delivered with interpreting support from MEAD staff. This was very successful offering small group work and language support to 12 participants.

Engaging with Service Users

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

The Service engages stakeholders in a range of evaluative activities and there is good stakeholder involvement to inform service development and improvement.

This year the Service has undertaken an extensive programme of research to ensure that continued investment is directed in services which maximise positive outcomes for children, young people and their families. This includes an extensive programme of consultation with children and young people about their wellbeing, the results of which are being analysed in relation to spend on services. As a key part of this programme, work is being undertaken with the community to involve them in improving outcomes for children. This will inform the development of approaches to community engagement.

Perth and Kinross Youth Council continues to provide a way in which the views of young people throughout the authority can be voiced, not only at a local level but also at a national level at the Scottish Youth Parliament. Recent consultations have included: what legacy means to me and affordability of leisure activities to young people which resulted in a new junior membership for Live Active Leisure being launched in April 2013.

Parents are involved in Extended Learning and Achievement visits and a range of partners is involved in locality evaluations around the learning community. Elected members are invited to attend all public meetings held after the publication of a HMI report. The anti-bullying strategy for Perth and Kinross schools was developed following consultation with pupils from primary and secondary, parents and staff. The multi-agency group then designed the policy to reflect their input.

Feedback from pupils and parents showed that they appreciated their inclusion in the strategy development. Following an evaluation of the Parental Involvement Strategy which was reported to Lifelong Learning Committee on 31

October 2012 the parental involvement blog was developed and piloted with a parent group. Schools also undertake and make regular use of pupil, staff and parent survey responses.

The annual satisfaction survey undertaken by the community capacity building team highlighted a number of areas where they were being effective for their communities. Customer evaluation is also embedded in cultural services events and activities. The number of users satisfied or very satisfied with our libraries is currently 92% and 88% for museums and galleries. These surveys are supported by comments and feedback gathered by staff throughout the year and changes and improvements are made to the service wherever possible and appropriate in response to these. As a result of feedback from The Big Listen, a range of service changes were made in response to the feedback including: the refurbishment of Blairgowrie Library; changes in the layout of Scone and Auchterarder libraries; introduction of the e-book service; upgrading of the library catalogue and the introduction of Library Elf.

Social work client feedback is recorded on the SWIFT system and the information used to develop the service we provide. We have also developed the use of face to face interviews with clients of the Family Change Team after they have used the service. This information is collated and used in improvement planning. In addition, easy to use information packs for clients have been trialled in Blairgowrie. Initial feedback from users has been positive. Children and young people at both the Cottages and Wellbank are involved in the development of processes and policies and in the recruitment of staff.

The Council's new Complaints Handling Procedure (CHP) was introduced on 1 April 2013. This involves a two stage process: Frontline Resolution (FLR) and Investigation. Most FLRs are dealt with at the point of service delivery and usually concern issues around dissatisfaction with the service delivered or a member of staff. Investigations are usually concerned with more serious matters or where an FLR has not been resolved. The new CHP has been widely promoted to ECS staff, with training and briefing sessions for those specifically involved in the complaints process. All staff also have access to information materials and advice and support as required.

Across ECS, complaints are treated confidentially, thoroughly and sensitively investigated, and dealt with, where possible, within the designated timescales. Any improvements identified through investigation are dealt with by the senior manager responsible for that service area. This is an important part of the complaints process, as it can help us learn from a complaint, reduce the possibility of a similar complaint arising and can lead to improved customer satisfaction with our services. Complaints performance is reported to the ECS Senior Management Team, who monitor compliance with timescales and examine any emerging trends within areas of our Service.

How Well Do We Improve the Quality of Our Work?

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

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

Developing, managing and improving partnerships

We are good at developing, managing and improving partnerships across a wide variety of services, agencies and voluntary sector organisations to protect and support vulnerable children and their families. Through Change is a Must³⁵ there is a clear focus on the further development of partnership in locality areas to meet service users' health needs. A programme of joint child protection training has been undertaken and joint planning for future training is on-going. We continue to improve partnership working by developing fuller understanding of the respective roles and responsibilities of key stakeholders to better support children, young people and parents.

Collaborative working within schools has been supported through the development of GLOW.

Very good progress has been made in aligning Community Partnerships with the Council's strategic outcomes. Six Community Partnerships are working closely with members of the community, agencies, the voluntary sector and relevant community planning partners to deliver on themed outcomes which include employability, sustainability, learning and personal development, health and well-being, environment and community involvement and influence. The service has also engaged with community councils around the Community Renewal and Empowerment Bill.

Libraries and Information Services have developed a good range of partnerships where staff work together towards common goals, achieving efficiencies and improved service to communities. Living Voices for example is a partnership with the Scottish Poetry library, Scottish Storytelling Centre and volunteers to deliver storytelling and reminiscence work to residents in care and residential homes. A new partnership with the Citizen's Advice Bureau will deliver support and advice to assist individuals making on-line benefit applications. Partnerships with adult learning, Perth Prison, The Scottish Book Trust, NHS Tayside and voluntary organisations bring added capacity to the service, and the sharing of skills and knowledge allow additional activities to take place throughout Perth and Kinross.

Partnership and collaborative working continues to be developed within the Arts and Heritage Service. A Partnership with National Galleries Scotland has been developed to deliver the exhibition 'JD Fergusson, Scottish Colourist' at both the National Gallery of Scotland and at The Fergusson Gallery.

Inclusion, equality and fairness in service delivery

We are good at ensuring inclusion, equality and fairness in our service delivery. Our core work requires us to work to a clear set of principles and guidelines based around Getting It Right For Every Child. The ethos of this approach is inclusion, equality and fairness in relation to meeting the needs of the individual.

Within the children and families service, an ethos of respect for all service users in line with social services code of practice can be evidenced through supervision and ERD.

³⁵ Change is a Must is intensive family support for children affected by parental substance misuse in Perth and Kinross

Leadership

Our leadership of improvement and change continues to be good and is evidenced in our commitment to delivering the transformation programme, our approach to implementing the principles of GIRFEC and in our commitment to delivering the strategic outcomes set out in the corporate plan. 81% of staff responding to the 2013 employee survey felt that they know how their job contributes to the Council's objectives. Work continues to lead improvement through integrated working in localities and to ensure that expectations in relation to roles and responsibilities are clearly defined and communicated.

Across adult and children's social work services, integrated professional leadership is provided by the Integrated Social Work Strategy Group and the introduction of the active learning sets approach as part of the induction programme has been successful in enabling head teachers to be solution focussed and develop strong, supportive and sustainable networks.

Case Study: Libraries and Information Services

Leadership, supporting good practice.

Libraries and Information Services have in place a good framework of leadership offering support, challenge and clear direction for staff.

A range of activities ensure that staff have direction and leadership. These include a monthly staff newsletter; staff network meetings; support for staff to work in other parts of the service or to visit other local authorities to explore examples of good practice; Librarians Network Meetings; the introduction of Senior Library Assistants Network Meetings; a Culture Services Staff Conference and a Share Point Site which is used by staff across the service to post information and share developing policy and good practice.

The introduction of thematic work is supporting staff to develop their leadership skills through a programme of 'thematic' responsibilities for key development areas in the service. These include areas such as Social Media, Reader Development, Digital Participation and Volunteering. The ability to work across the service and lead small teams with the support and guidance of managers has greatly enhanced staff confidence and skills.

Workforce/professional development

Work continues to implement the Service's Workforce Plan. Good progress has been made with the headteacher recruitment pilot for example and joint working with adult social work has identified areas of joint improvement such as induction, supervision and training. Retail training was provided to support the new shop development in Perth Museum and further develop income generation in the Fergusson Gallery and AK Bell Library Café

Securing improvement

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

The school improvement process is well established and is delivered through our School Improvement Framework. Almost all Learning and Achievement Visit reports show a close relationship with subsequent external scrutiny by HMI.

Our approach to self-evaluation within Cultural and Community Services is supported by an on-going programme of locality based evaluations. Regular programmed community Learning and Achievement Visits have contributed to very good evaluations by Education Scotland regarding the impact on the lives of individuals, families and communities. The Arts and Heritage Team worked with Museums and Galleries Scotland on a pilot self-evaluation project. This formalised methods of assessing and developing for improvement and results helped to inform improvement plans. Further work continues with staff to embed evaluation within daily working practice. In addition, key reviews continue to inform improvement.

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

Our key improvement actions, set out in the Services Business Management and Improvement Plan, are summarised below:

Area	Improvement Action	
Prevention		
Impact on service users	Further develop enhanced support for children aged 0-3 years and their families across Perth and Kinross through the Early Years Strategy (<i>Head of Education: Early Years and Primary</i>).	2011-14
Impact on service users	Implement the Child Protection Committee Improvement Plan (<i>Head of Children and Families' Services</i>).	ongoing
Impact on service users	Enhance provision for secondary pupils with social, emotional and behavioural needs through Navigate and extend the range and quality of provision for children and young people with autism spectrum (ASD) and other developmental disorders (<i>Head of Education: Secondary and Inclusion</i>).	AY 2013-14
Impact on service users	Provide increased choice and opportunity for young people through the development of Perth City Campus incorporating a virtual learning environment (<i>Head of Education: Secondary and Inclusion</i>).	AY 2013-14
Impact on service users	Improve support for those children identified as having enduring and complex disabilities for transition and independence (<i>Head of Children and Families' Services</i>).	August 2014
People		
Impact on staff	Improve workforce planning through the implementation of the Service Workforce Plan (<i>Depute Director</i>).	March 2015
Impact on staff	Provide opportunities for employees to learn from different perspectives and be challenged and inspired to put new ways of thinking and working into practice (<i>All Heads of Service</i>).	2013-14
Leadership	Improve the developmental outcomes for children and young people through the implementation of the Evidence2Success project and participation in the Early Years Collaborative (<i>Depute Director</i>).	July 2014
Leadership	Embed integrated assessment and planning across services - multi agency (<i>Head of Education Services – Early Years & Primary/Head of Children and Families' Services</i>).	March 2014
Place		
Impact on the community	Ensure effective community engagement in the Community Planning process (<i>Depute Director</i>).	March 2014
Impact on the community	Undertake key reviews to inform the future planning and delivery of Cultural and Community Services (<i>Head of Cultural and Community Services</i>).	March 2015
Resources	Review of School Estate: Straloch and Struan Primary schools/Remodelling of the School Estate (<i>Senior Business and Resources Manager</i>).	Pending/March 2014
Performance		
Key performance outcomes	Improve the quality of teaching and learning in all schools through further training and support for Cooperative Learning approaches (<i>Heads of Education</i>).	AY 2012-13
Key performance outcomes	Improve assessment and moderation in schools through support and evaluation. Evaluate impact of strategic curriculum plans on learning across primary and secondary schools (<i>Heads of Education</i>).	AY 2013-14
Key performance outcomes	Implement school based curriculum plans for senior phase to include effective implementation of national 4 and 5 qualifications (<i>Heads of Education</i>).	AY 2013-14
Resources	Update the Corporate ICT Strategy to reflect the recommendations from the McClelland Report on ICT Infrastructure in the Public Sector (<i>Head of Finance and Support Services, Housing and Community Care</i>).	2013
Resources	Review of Devolved School Management Scheme (<i>Senior Business and Resources Manager</i>).	March 2014

Appendix

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

Pre-School	Satisfactory or Better											
	2008/09		2009/10		2010/11		2011/12		2012/13			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Improvements in performance	6	86	11	92	10	100	5	100	7	100	7	100
Children's experiences	6	86	11	92	10	100	5	100	7	100	7	100
Meeting learning needs	6	86	11	92	10	100	5	100	7	100	7	100
The curriculum	5	71	11	92	10	100	5	100	6	86	6	86
Improvement through self-evaluation	6	86	10	83	9	90	4	80	5	71	5	71
Total Number of Quality Indicators	35	-	60	-	50	-	25	-	35	-	35	-
Total Number of Inspections	7	-	12	-	10	-	5	-	7	-	7	-

	Good or Better											
	2008/09		2009/10		2010/11		2011/12		2012/13			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Improvements in performance	6	86	10	83	9	90	5	100	7	100	7	100
Children's experiences	6	86	11	92	9	90	5	100	7	100	7	100
Meeting learning needs	5	71	11	92	8	80	5	100	7	100	7	100
The curriculum	5	71	10	83	7	70	4	80	5	71	5	71
Improvement through self-evaluation	3	43	9	75	5	50	4	80	4	57	4	57
Total Number of Quality Indicators	35	-	60	-	50	-	25	-	35	-	35	-
Total Number of Inspections	7	-	12	-	10	-	5	-	7	-	7	-

Primary	Satisfactory or Better											
	2008/09		2009/10		2010/11		2011/12		2012/13			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Improvements in performance	10	91	10	91	8	100	5	100	6	100	6	100
Learners' experiences	11	100	11	100	8	100	5	100	6	100	6	100
Meeting learning needs	9	82	11	100	8	100	5	100	6	100	6	100
The curriculum	10	91	11	100	8	100	5	100	5	83	5	83
Improvement through self-evaluation	9	82	10	91	8	100	4	80	5	83	5	83
Total Number of Quality Indicators	55	-	55	-	40	-	25	-	30	-	30	-
Total Number of Inspections	11	-	11	-	8	-	5	-	6	-	6	-

	Good or Better											
	2008/09		2009/10		2010/11		2011/12		2012/13			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Improvements in performance	8	73	9	82	4	50	5	100	5	83	5	83
Learners' experiences	8	73	10	91	6	75	5	100	5	83	5	83
Meeting learning needs	7	64	9	82	4	50	5	100	4	67	4	67
The curriculum	8	73	9	82	3	38	4	80	5	83	5	83
Improvement through self-evaluation	6	55	9	82	3	38	4	80	4	67	4	67
Total Number of Quality Indicators	55	-	55	-	40	-	25	-	30	-	30	-
Total Number of Inspections	11	-	11	-	8	-	5	-	6	-	6	-

Secondary	Satisfactory or Better											
	2008/09		2009/10		2010/11		2011/12		2012/13			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Improvements in performance	2	100	1	100	0	0	2	100	2	100	2	100
Learners' experiences	2	100	1	100	0	0	2	100	2	100	2	100
Meeting learning needs	2	100	1	100	0	0	2	100	2	100	2	100
The curriculum	2	100	1	100	0	0	2	100	1	50	1	50
Improvement through self-evaluation	2	100	1	100	0	0	1	50	1	50	1	50
Total Number of Quality Indicators	10	-	5	-	0	-	10	-	10	-	10	-
Total Number of Inspections	2	-	1	-	0	-	2	-	2	-	2	-

	Good or Better											
	2008/09		2009/10		2010/11		2011/12		2012/13			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Improvements in performance	2	100	0	0	0	0	2	100	1	50	1	50
Learners' experiences	2	100	1	100	0	0	2	100	1	50	1	50
Meeting learning needs	2	100	1	100	0	0	2	100	1	50	1	50
The curriculum	2	100	1	100	0	0	1	50	1	50	1	50
Improvement through self-evaluation	2	100	0	0	0	0	1	50	1	50	1	50
Total Number of Quality Indicators	10	-	5	-	0	-	10	-	10	-	10	-
Total Number of Inspections	2	-	1	-	0	-	2	-	2	-	2	-

Source: HMI 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 our current stage of embedding assessment in relation to Curriculum for Excellence experiences and outcomes, 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
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	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.
Senior phase	S4 to S6 and college or other means of study.

Perth and Kinross Youth Council continue to be the voice of young people throughout the authority representing the views of individuals from schools and the wider community to a local and national level at the Scottish Youth Parliament. Recent consultations carried out included 'What legacy means to me' and affordability of leisure activities to young people which resulted in a new junior membership being launched in April 2013. The Youth Council is now working closely with Democratic Services to promote the right to vote for young people in the lead up to the referendum in September 2014.

Appendix 2b: SQA Awards

Table 1: Attainment by end of S4³⁶

English and Mathematics @ Level 3 (Access 3 or Standard Grade - Foundation)		2009	2010	2011	2012	2013
<p>PKC Best Results: 2012 and 13. Following a year on year improvement over the past four years, once again almost all S4 pupils have attained English and Mathematics at Level 3. Performance is significantly above both the comparator and national averages.</p> <p><i>The average performance of both boys and girls is above comparator and national averages for boys and girls respectively and, for girls is once again the best in five years.</i></p>	PKC	94	96	97	98	98
	Comparator	93	93	93	93	93
	National	93	93	93	94	94
5+ @ Level 3 or Better (Access 3 or Standard Grade - Foundation)		2009	2010	2011	2012	2013
<p>PKC Best Results: 2013. Following an improved performance over the past three years, S4 results have improved again and are the best results in five years. Performance is significantly above both the comparator and national averages.</p> <p><i>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.</i></p>	PKC	91	95	95	96	98
	Comparator	93	93	92	93	94
	National	91	92	93	94	95
5+ @ Level 4 or Better (Intermediate 1 and Standard Grade - General)		2009	2010	2011	2012	2013
<p>PKC Best Results: 2013. Following improvement over the past two years, the performance of S4 learners has improved significantly at this level. Performance is now well above both the comparator and national averages.</p> <p><i>There has been a significant improvement in the attainment of both boys and girls at this level. Performance is now above the comparator as well as the national average for boys as well as girls. Girls continue to outperform boys.</i></p>	PKC	79	79	81	83	88
	Comparator	82	82	82	82	83
	National	78	78	79	80	82
5+ @ Level 5 or Better (Standard Grade - Credit or Intermediate 2)		2009	2010	2011	2012	2013
<p>PKC Best Results: 2013. A key focus for improvement in 2012/13, the results for S4 learners have improved significantly at this level. For the first time in over five years, performance is significantly above the comparator, as well as the national, average.</p> <p><i>There has been a significant improvement in the attainment of both boys and girls at this level. Performance is now above the comparator as well as the national average for boys as well as girls. Girls continue to outperform boys.</i></p>	PKC	36	41	39	40	46
	Comparator	39	41	40	41	41
	National	35	36	36	37	38

³⁶ Source: STACS and S Jardine EA Report. 2009 – 2012 results are post appeal; 2013 are pre-appeal. Percentages are calculated as a percent of the total S4 school roll (2012 S4 school roll).

Table 2: Attainment by end of S5³⁷

1+ @ Level 6 or Better (Higher Grade)		2009	2010	2011	2012	2013
<p>PKC Best results: 2012. Following a five year period of year on year improvement, S5 results have dipped slightly from last year's performance at this level. However, performance remains in line with the comparator, and above the national, average.</p> <p><i>While the performance of girls is consistent with last year's performance and in line with the comparator average, the performance of boys has dipped and is below the comparator average. The performance of both boys and girls remains above the respective national average for boys and girls.</i></p>	PKC	46	48	49	51	50
	Comparator	45	46	49	49	50
	National	41	43	45	47	48

3+ @ Level 6 or Better (Higher Grade)		2009	2010	2011	2012	2013
<p>PKC Best results: 2012. Following an improvement over the past four years, S5 results have dipped slightly from last year's performance at this level. However, performance remains above the comparator and national averages.</p> <p><i>Whilst the performance of girls has improved and is the best in five years, the performance of boys has dipped below the comparator average. The performance of girls is significantly higher than the performance of boys at this level.</i></p>	PKC	28	28	31	33	31
	Comparator	27	27	30	30	30
	National	23	25	26	27	28

5+ @ Level 6 or Better (Higher Grade)		2009	2010	2011	2012	2013
<p>PKC Best results: 2012. S5 results have dipped slightly from last year's performance at this level and are in line with those reported in 2011. Performance remains above the comparator and national averages.</p> <p><i>While the performance of both boys and girls has dipped slightly, the performance of girls remains above both the comparator and national averages for girls. Although above the national average for boys, the performance of boys is now in line with the comparator average for boys.</i></p>	PKC	13	13	15	17	15
	Comparator	12	12	14	14	14
	National	11	11	12	13	13

Table 3: Attainment by end of S6³⁸

5+ @ Level 5 or Better (Standard Grade - Credit or Intermediate 2)		2009	2010	2011	2012	2013
<p>PKC Best Results: 2013. Following an improved performance last year, performance has once again improved, is the best in five years and remains above both the comparator and national averages.</p> <p><i>The average performance of boys has improved and is the best in five years. The performance of both boys and girls is above both the respective comparator and national averages for boys and girls.</i></p>	PKC	49	55	56	60	61
	Comparator	54	55	56	59	59
	National	48	50	53	55	56

³⁷ Source: STACS and S Jardine EA Report. 2009 – 2012 results are post appeal; 2013 are pre-appeal. Percentages are calculated as a percent of the total S4 school roll of the S5 cohort (2011 S4 school roll).

³⁸ Source: STACS and S Jardine EA Report. 2009 – 2012 results are post appeal; 2013 are pre-appeal. Percentages are calculated as a percent of the total S4 school roll of the S6 cohort (2010 S4 school roll).

1+ @ Level 6 or Better (Higher Grade)		2009	2010	2011	2012	2013
<p>PKC Best Results: 2013. Following an improved S5 performance last year, S6 performance has once again improved, is the best in five years and is now above the comparator as well as the national averages.</p> <p><i>The average performance of boys has improved and is the best in five years. The performance of both boys and girls is above both the respective comparator and national averages for boys and girls.</i></p>	PKC	46	51	53	56	58
	Comparator	49	51	53	56	55
	National	44	47	50	52	53

3+ @ Level 6 or Better (Higher Grade)		2009	2010	2011	2012	2013
<p>PKC Best results: 2013. S6 learners have consolidated last year's improved S5 performance. S6 performance at this level has once again improved, is the best in five years and remains above both the comparator and national averages.</p> <p><i>The average performance of boys has improved and is the best in five years. The performance of both boys and girls is above both the respective comparator and national averages for boys and girls.</i></p>	PKC	32	38	37	41	43
	Comparator	35	37	38	40	40
	National	31	33	35	37	38

5+ @ Level 6 or Better (Higher Grade)		2009	2010	2011	2012	2013
<p>PKC Best Results: 2013. S6 performance at this level has once again improved, is the best in five years and remains above both the comparator and national averages.</p> <p><i>The average performance of boys has improved by almost 10% over the past five years. The performance of both boys and girls is above both the respective comparator and national averages for boys and girls.</i></p>	PKC	21	27	27	30	31
	Comparator	24	25	26	28	28
	National	21	22	24	26	26

1+ @ Level 7 or Better (Advanced Higher Grade)		2009	2010	2011	2012	2013
<p>PKC Best results: 2013. Building on an already strong performance, results at this level have once again improved. Performance is almost 10% higher than the comparator and national average at this level.</p> <p><i>Both boys and girls continue to outperform the comparator and national averages for all pupils. The performance of both boys and girls continues to improve, both boys and girls achieving the highest performance in five years.</i></p>	PKC	14	20	21	22	26
	Comparator	16	17	18	19	17
	National	14	15	16	16	17

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	0.0	0.5	8	10	1	1	0.4	0.3
2011/12	1,283	50,885	39	37	27	27	4	5	21	20	0.7	0.4	0.6	0.9	5	8	1	1	0.4	0.4

Source: Table L3.4. Percentage of school leavers by initial destination and Local Authority: 1997/98 to 2011/12

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: Corporate Plan / Community Plan

	2010/11	2011/12	2012/13
% of children meeting expected developmental milestones when entering primary school	-	-	New Indicator
Number of childcare providers	430	432	409
% of children successfully reintegrated full time into their mainstream class from a nurture provision	-	-	14%
Number of people involved in family learning, adult learning and parenting programmes	-	-	1,037
% of S4 pupils achieving 5 or more subjects @ SCQF level 3	95%	96%	98%
Average educational tariff scores for S4 pupils within 20% most deprived areas within Perth and Kinross	137	144	147
% of S6 pupils achieving 1 or more subjects @ SCQF level 6	53%	56%	58%
% of S6 pupils achieving 3 or more subjects @ SCQF level 6	37%	41%	43%
% of S6 pupils achieving 5 or more subjects @ SCQF level 6	27%	30%	31%
% of S6 pupils achieving 1 or more subjects @ SCQF level 7	21%	22%	26%
% children leaving care who attained English and Maths @ foundation level or equivalent	75%	64%	73%
% children leaving care, who attained at least one subject at Standard Grade foundation level or equivalent	95%	82%	82%
Number of young people achieving awards	-	616	667
% of school estate in suitability band A & B	-	82%	-
% of young people (aged up to 16) engaged in early intervention processes and do not re-offend within 1 year	36%	69%	-
% of school leavers moving onto positive and sustained destinations	90.7%	92.8%	-
Number of young people in the 'More choices, more chances' category	500	490	-
% of adults aged 16-64 with qualifications above SCQF level 4	-	86% (2011)	-
Number of cultural, sporting and active recreation sessions ³⁹	2,743,084	2,743,084	2,820,555
Number of attendances at sport and active recreation activities	1,280,326	1,374,659	1,470,065

³⁹ Cultural sessions: revised methodology aligned with BMIP monitoring of attendees, participant sessions and web visits. Partnership figures include Horsecross, Perth Festival of the Arts and Pitlochry Theatre. Sports: Active schools figures revised by Sports Scotland in 2011/12 to exclude playground activities.

Appendix 5: Child Protection

Table 1: Child Care Concern Reports

	2010/11	2011/12	2012/13	% difference
Child care concern referrals	2,960	3,753	3,912	4.23%

Figures include multiple referrals.

Source: Child Protection Standards and Quality Report 2012/13

Table 2: Number of Child Protection Referrals*

	2010/11	2011/12	2012/13
By Age			
Unborns	**	7	16
0-4 years	52	63	40
5-10 years	60	81	56
11-16+ years	57	66	60
Not known	**	0	3
Total	184	217	175
By Outcome			
Subject to case conference	93	84	84
No further action	91	133	91
Outcome not decided yet	0	0	0
Total	184	217	175

Source: Children and Families' Services

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

	2011	2012	2013
Unborns to 4 years	28	22	23
5-10 years	12	*	10
11-16 +years	5	*	6
Not known	0	0	0
Total	45	31	39

Source: Children and Families' Services

Appendix 6: Complaints

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

	2010/2011	2011/12	2012/13
Number of Formal Complaints			
Total	17	14	22
Resolved at Stage One	13	8	14
Stage Two	1	5	7
Withdrawn	3	1	1
Formal Complaints by Category (%)			
Staff Attitude/Performance	7 (50%)	7 (54%)	9 (43%)
Service Delivery	5 (36%)	-	5 (24%)
Policy/Procedure	1 (7%)	-	5 (24%)
Service Delivery & Staff Attitude/Performance	1 (7%)	6 (46%)	1 (5%)
Staff Attitude/Performance	-	-	1 (5%)
Response Rate			
% complaints given full response within timescale (15 days)*	6 (35%)	0	4 (19%)
Outcome			
Upheld	1 (6%)	3 (23%)	8 (38%)
Partially upheld	8 (47%)	4 (31%)	6 (29%)
Not upheld	5 (29%)	6 (46%)	7 (33%)

Note: Two complaints went straight to Stage 2 and were investigated by the Corporate Complaints Team they are not included in this total.

* Formal complaints can take longer than 15 days to investigate and respond to. This is primarily due to the complexity of the complaint 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, the complainant is kept fully informed of the progress of the investigation, the reason(s) for any delay and the expected revised response date. Whilst the Service endeavours to meet the response timescale, priority is given to a full and robust investigation with an emphasis on resolving the complaint where possible.

The tables above refer to those complaints which are investigated through the Council's formal complaints procedure which was in place up to 31 March 2013. From 1 April 2013, the Council introduced its new [Complaints Handling Procedure \(CHP\) which was revised to comply with the Scottish Public Services Ombudsman's \(SPSO\) guidance on complaints handling, which all 32 Scottish Local Authorities were required to implement. This new procedure has extended the investigation timescale from 15 to 20 working days.](#)

Table 2: Formal Complaints: Social Work

Number of Complaints escalated to Stage 2

10/11	11/12	12/13
7	2	5

Complaints by Category

Category of Complaint	Complaints per category		
	10/11	11/12	12/13
Service Delivery	2	1	1
Staff attitude / performance	2	1	2
Service Delivery and Staff attitude / performance		0	2
Customer Service Standards	0	0	0
Inadequate Service	0	0	0
Disputed Decision	3	0	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

10/11	11/12	12/13
100%	100%	100%

Number of complaints escalated to Complaints Review Committee

10/11	11/12	12/13
1	1	0

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 2012/13.

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:	

Comments

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

