Education and Children's Services

Joint
Business Management and Improvement Plan 2019/20
&
Service Annual Performance Report 2018/19

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1. INTRODUCTION

Welcome to the Education and Children's Services Business Management and Improvement Plan 2019/20 & Annual Performance Report 2018/19.

This report sets out the key actions to be delivered by Education and Children's Services (ECS) in 2019/20 to ensure better outcomes for everyone in Perth and Kinross, and contribute to the delivery of the Council's strategic objectives. It allows us an opportunity to reflect on the progress we have made in the last year and report on our performance against the identified performance indicators.

The Angus, Dundee and Perth and Kinross Community Planning Partnerships have together formed the *Tayside Regional Improvement Collaborative* (TRIC), with the aim to secure improved outcomes for all of Tayside's children and young people through collaboration in the planning, management, commissioning, delivery, evaluation and improvement of services to children, young people and families.

A key focus for our work is early intervention and prevention and meeting the responsibilities of the *Children and Young People (Scotland) Act 2014*. The *Education (Scotland) Act* and the *National Improvement Framework for Scottish Education* bring responsibilities and opportunities, and a focus on raising attainment for all and closing equality gaps. We remain committed to delivering equity and enabling inclusion in all of our services.

In December 2018, the report of the Education Scotland inspection of *Community Learning and Development in Perth and Kinross Council* was published, providing insight into our strengths and areas for improvement in the quality of the strategic leadership of Community Learning and Development (CLD) and the quality of CLD provision in the area. The inspection covered a wide range of policy areas such as; closing the poverty-related attainment gap; reducing social isolation; tackling health inequalities; and empowering communities.

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

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

We remain committed to ensuring that children and young people are safe, healthy, achieving, nurtured, active, respected, responsible and included and that they and their families receive the help they need, when they need it, to achieve meaningful outcomes for the people of Perth and Kinross. We will continue to ensure that our services are responsive to the needs of people and their communities.

Sheena Devlin
Executive Director (Education and Children's Services)

2. VISION, STRATEGIC OBJECTIVES and SERVICE PRIORITIES

Our Vision

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

> *"Creating a confident, ambitious and fairer Perth and Kinross, for all who live and work here."*

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

The Council's Strategic Objectives

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

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

The vision and strategic objectives support the delivery of the *Community Plan* and the Council's *Corporate Plan*. The following sections set out what we will do to support the achievement of these strategic objectives.

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

> *"Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up"*

The Tayside Plan outlines five key priorities, which align closely to three of the Council's five strategic objectives.

Tayside Plan Key Priorities				
Pre-birth and Early Learning	Learning and Attainment	Health and Wellbeing	Looked After Children, Care Leavers and Young Carers	Safeguarding and Child Protection
Council Strategic Priorities				
Giving Every Child the Best Start in Life		Developing educated, Responsible and informed citizens	Supporting people to lead independent, healthy and active lives	

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

- Take account of socio-economic disadvantage when making decisions.

- Identify the most powerful local interventions to tackle child poverty.

- Develop efficient and equitable access to support for individuals and families.

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

We aim to optimise wellbeing and provide children and young people with the best possible start and, together with our partners, intervene at the earliest possible point and provide the appropriate support to address issues or concerns where required. Ensuring parents are supported to respond most effectively to their children's needs is key and the developing Tayside Parenting Strategy will inform the provision of universal and targeted support, integrated working with services for adults and information for parents with children at all ages.

We work in partnership to provide holistic and flexible support to families to cope with the challenges they may face in their daily lives. Our *Corporate Parenting Plan* provides the framework for ensuring better outcomes for our looked after children and young people and to ensure that they thrive and succeed.

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

Pre-Birth and Early Learning

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

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

Performance Summary for 2018/19

Leadership for the Tayside-wide group driving improvement and collaboration in the pre-birth and early years stage is provided by the PKC Head of Education (Early Years and Primary) and ECS is a key contributor to the improvement actions being taken forward in partnership with NHS Tayside and 3rd sector partners.

Early Learning and Childcare

More children across Perth and Kinross are now accessing 1140 hours of Early Learning and Childcare (ELC) through a range of models and the phased expansion plan is progressing well. Breadalbane Academy and Pitlochry High School now offer 1140 hours of ELC to all families across 45 weeks of the year.

A further four settings offer term-time provision at Balhousie and North Muirton Primary Schools in Perth City along with Coupar Angus and Glenlyon Primary Schools. Two additional Partner Provider Nurseries now offer 1140 hours in Blairgowrie and Aberfeldy. This adds to the existing provision offered at CoPECC and Inchview Primary School in Perth City and term-time provision at Alyth, Blair Atholl, Kinloch Rannoch, Kirkmichael Primary Schools and Partner Provider Nurseries in Alyth and Dunkeld.

The infrastructure programme of works required to deliver 1140 hours of ELC for all children by August 2020 comprises of three extensions to and twelve refurbishments of our existing school estate; one new build standalone nursery and either three or four outdoor nursery provisions depending on the result of feasibility studies currently being undertaken. The extension projects at Comrie and Longforgan Primary Schools are being delivered as part of whole school extension projects.

A number of actions have been taken to build capacity in the Early Years workforce in readiness for the full roll-out in 2020. This includes a new career structure offering career progression in ELC and a number of new initiatives to engage new staff; such as the introduction of Modern Apprentices (MAs), a "*Learn to Work in Early Years*" programme (in partnership with Perth College, UHI) and the introduction of Career Pathways from other areas of the Council. This latter approach resulted in recruitment of an additional twenty permanent staff into ELC as Early Childhood Practitioners or Play Assistants in 2018. A further twenty are due to undertake study through these initiatives in 2019.

INSPECTION

Inspection results from the _Care Inspectorate_ for services providing Day Care for children, such as nurseries, playgroups, wrap-around care and afterschool clubs, have remained high, with services being rated as _Good_ or better in 95% of settings for the quality of Care and Support they provide (including 4 _Excellent_ ratings), 94% for the quality of Staffing, 89% for the quality of the Environment (including 2 _Excellent_ ratings), and 82% for the quality of Leadership and Management. In each case these are above the national average and also generally better than our comparator authorities. Inspection results from nurseries inspected by _Education Scotland_ continue to be very positive. During academic session 2018/19 three centres have been inspected. Of the 12 quality indicators inspected, 9 received evaluations of 'Good' or above.

We continue to monitor, support and challenge all centres through a planned programme of improvement visits. Furthermore we are undertaking joint training and development work with colleagues in the Care Inspectorate to ensure we develop consistent approaches to our respective scrutiny roles where this is possible.

Continuous Professional Learning (CPL)

Perth and Kinross Council currently offer a range of training to those working in the Early Years and Childcare workforce, such as; First Aid, Child Protection, Infection Control, Risk Assessment and a range of CPL courses. This is a multi-sector programme which allows colleagues the opportunity to network with staff in different sectors, e.g. childminding, playgroups, nurseries or out-of-school care. These are well attended courses, with full evaluations for each course. Future planning and delivery of training will include leadership and resilience to prepare the workforce for the expansion of ELC in 2020.

The Early Years team delivered 8 bespoke courses from August to April, training 287 practitioners covering topics such as Literacy, STEM, Play and Closing the Communication Gap.

On Inset days additional Early Writing and STEM training was delivered to meet individual school needs. Inset day training took place in April 2019 with over 200 practitioners attending. The Early Years and Early Years Inclusion teams have delivered Social Communication training to almost 200 practitioners.

Play Framework

The PKC Play Framework was approved by the Children, Young People and Families Partnership on 1 March 2019 and will be officially launched on 20 June with events across Perth and Kinross.

A wide range of organisations have engaged in development of the Perth and Kinross Play Framework and Action Plan. It promotes and highlights the importance of play in the health, wellbeing, learning and development of children and in improving outcomes for children and young people.

Curriculum Developments

Six schools have been supported in the implementation of '*Play in Primary 1'* as part of a pilot jointly delivered by the Early Years team and Educational Psychology Service. Positive evaluations have shown that this approach leads to young people being better able to engage in their learning with minimal adult support.

Our Focus for 2019/2020

- Implement the 1140 hours expansion plan for the delivery of Early Learning and Childcare provision.

- Lead implementation of the Play Framework for Perth and Kinross.

- Develop learning and teaching approaches to delivering the curriculum in early years settings and classrooms.

Learning and Attainment

Our children, young people and their families will be meaningfully engaged with learning and, combined with high quality learning experiences, all children and young people will extend their potential.

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

Performance Summary for 2018/19

Attainment across literacy and numeracy at P1, P4, P7 and S3 shows steady improvement, based on teacher judgements of Curriculum for Excellence (CfE) levels, and there are early indications of closing the attainment gap at all stages. Writing and numeracy levels are generally lower than for reading and listening/talking, especially for P4 and P7, and the deprivation-related gaps more persistent, highlighting the areas where we most need to improve.

Proportion of pupils achieving expected levels (CfE) by SIMD Quintile
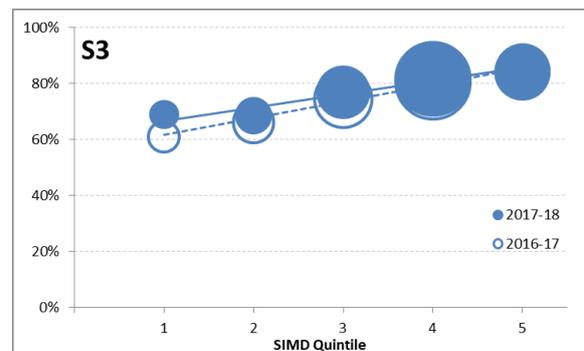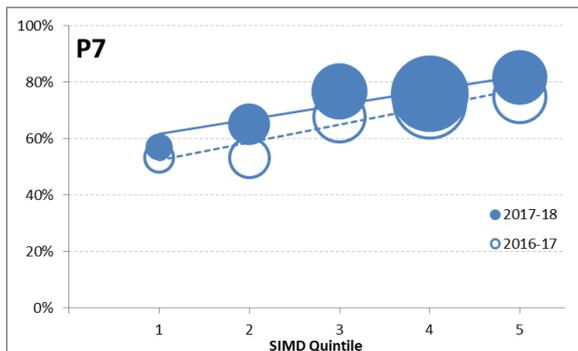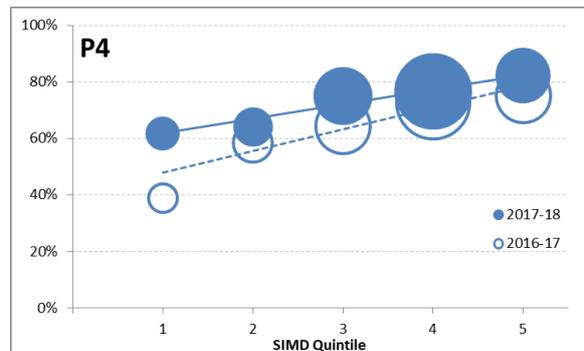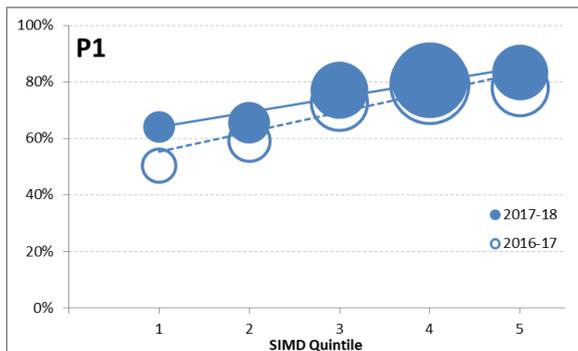
The recently published *Scottish Qualification Authority* attainment results for school leavers also show steady improvement, with the proportion of school leavers attaining both Literacy and Numeracy at SCQF Level 4 (or above) increasing from 79% in 2014 to 90% in 2018.

More detailed information on Academic Attainment is included as Performance Indicators below, and in the Raising Attainment Strategy Update report.

There has been a steady improvement each year on positive destinations for school leavers, with 17/18 outperforming the national average (94%) with 96% of school leavers from Perth and Kinross schools entering a positive destination.
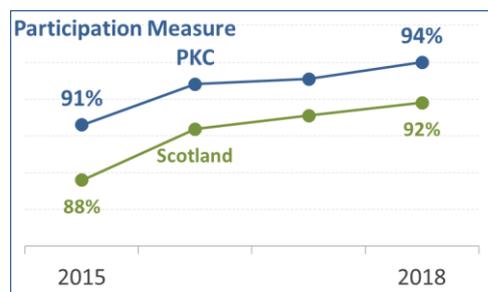
The annual *Participation Measure* from Skills Development Scotland shows the proportion of 16-19 year-olds participating in education, training or employment. For the fourth year in a row, results show that Perth & Kinross remains higher than the national average for young people aged 16-19 in each individual age group, as well as overall.

Inspection results from schools within Perth & Kinross inspected by *Education Scotland* continue to be very positive. During academic session 2018/19 three primary schools and one secondary school have been inspected. For Primary Schools, of the 12 quality indicators inspected, 9 received evaluations of 'Good' or above. Any areas for improvement identified during an inspection are addressed through a school action plan, developed in consultation with the Quality Improvement Officer and shared with the school community.

Perth High School was inspected in November 2018, the quality indicators for that inspection were all evaluated as Satisfactory which indicates that strengths outweigh areas for development.

A number of thematic inspections have been carried out by Education Scotland this session, including Readiness for Empowerment, Curriculum Development and Parent and Pupil Participation. Very positive feedback has been given on PKC performance in all three inspections with the information gathered being incorporated in national reports on each theme

National Improvement Framework

During the course of this session, work continued on the completion of the three core strategies of Literacy, Numeracy and Health and Wellbeing to support the delivery of the National Improvement Framework. Final consultations took place with staff, partners and parents to ensure that each strategy enables schools to deliver on the key drivers contained within the National Improvement Framework and PKC Raising Attainment strategy. Each strategy was launched at a Headteacher development day, and planning for the implementation of each strategy with effect from August 2019 is underway.

Assessment and Moderation

This session there has been a focus on moderation to help raise standards, achieve consistency and support teachers' assessment judgements. There are clear expectations around moderation for schools which are outlined in the PKC Assessment and Moderation Framework 2018.

All schools in Perth and Kinross have administered Scottish National Standardised Assessments (SNSA) at the Primary 1, Primary 4, Primary 7, and Secondary 3 stages. These assessments provide reports which contribute to the range of assessment information available to teachers in the areas of literacy and numeracy.

Perth and Kinross has shared practice and progress in moderation with the Tayside Regional Improvement Collaborative (TRIC) and National Assessment Coordinators forum. This has been welcomed by other authorities and led to requests to share materials and resources.

Raising Attainment Strategy

The Raising Attainment Group have reviewed progress of the Raising Attainment implementation plan 2018-19 in preparation and planning for the production of the next iteration of the strategy for 2019-22. Schools use of the Pupil Equity Fund (PEF) is linked directly to their school improvement priorities and plans for its use are detailed in their school improvement plans and its effectiveness is reported through their annual self-evaluation and Standards and Quality reports. The focus of all PEF resource is about the closing the poverty related attainment gaps.

Regional Collaboration

Collaboration across local authorities has been promoted and supported by the activity of the TRIC. The recently developed Collaborative Directory enables school leaders to make connections and links with schools in and outwith their authority, to enhance school improvement. TRIC events have provided opportunities for school leaders and practitioners to network, share practice and hear local and national guidance and expectations. The Curriculum Event, Tay Maths Conference and TRIC Digital Learning Festival have been well attended and highly successful events for teachers. They brought together schools where innovative practice had been identified to share their approaches with others.

Curriculum Developments

The curriculum is the totality of the experiences that are planned for children and young people through their education, wherever they are educated. The purpose of the curriculum is to help children and young people to become successful learners, confident individuals, responsible citizens and effective contributors (the four capacities). It is the responsibility of schools and their partners to plan for learning across a broad curriculum, covering science, languages, mathematics, social

studies   expressive arts, health and wellbeing, religious and moral education and technology.

To support effective curriculum planning a coherent approach to planning learning, teaching and assessment and to sharing information about progress and achievements is needed. Over this past year we have worked with staff and children and young people in all schools to review approaches to curriculum planning and to learning and teaching. We are calling this work "*Excellent Relationships, Excellent Learning and Teaching*" and this work will continue to develop in the next academic session resulting in a refreshed strategy to guide and support staff.

This past year has seen a focus on developing aspects of Expressive Arts, Languages and Digital Technologies alongside Literacy, Numeracy and Health and Wellbeing.

The *Creative Learning Network*, Create Space, successfully implemented a Perth and Kinross model of *Scottish College for Educational Leadership* (SCEL) *Teacher Leadership* programme. Twenty five class teachers received training in using Practitioner Enquiry approaches to develop their practice and were supported by five SCEL tutors and facilitators in all aspects of their enquiry.

Across the session, schools have been supported to ensure that consistent high quality learning experiences are provided for all children and young people. This session, 49 class teachers across 26 schools engaged in blocks of team-teaching music opportunities Feedback from these sessions has been positive:

> *"I have regained confidence in teaching this aspect of music and would not hesitate to undertake it in the future."*

Staff attended a training day with the *National Youth Choir of Scotland*, and will receive support visits in school, along with further training sessions during session 2019-20.

In partnership with *Horsecross*, Expressive Arts Co-ordinators were established in thirty-six PKC schools in September 2018. Twilight Network Meetings are available for teachers to develop skills in delivering expressive arts alongside the Visiting Specialist teachers.

On 20 June 2019 Perth Instrumental Music Service Tutors in collaboration with *Scottish Chamber Orchestra* and *Royal Scottish National Orchestra* musicians, will provide an interactive afternoon concert for 1,200 PKC primary pupils. This event is already fully subscribed.

The implementation of the 1+2 approach to Language learning continues as a Pan-Tayside collaborative. Schools are maintaining pace and progression towards implementation of Language 2 and planning for the delivery of Language 3. This support includes class support, resources development, meetings with Headteachers and 1+2 Champions, liaison with secondary schools to develop transition programmes, and Immersion courses accessed via Erasmus+ funding.

The newly developed *Digital Strategy 2-18* sets out a clear direction for the development of digital literacy and the use of technology in learning and teaching across PKC. Ongoing

improvement of our information and communication technology infrastructure will support young people to access digital learning opportunities, and training opportunities for staff are a priority so that they can teach these skills.

Planning and preparation for the opening of the new *Bertha Park High School* in August 2019 continues at pace. The building is on course to be completed and handed over in mid-July 2019. Significant engagement has taken place with stakeholders to develop the new school's aims and identity, including a new uniform and badge. The teaching team have been appointed for the first year of operation.

Our Focus for 2019/20

- Continue to implement the National Improvement Framework through a clear focus on the NIF drivers.

- Develop and implement the Education and Children's Services Raising Attainment Strategy 2019-2022.

- Develop the Excellent Relationships, Excellent Learning and Teaching Policy.

- Development of Inclusion Services following review period and engagement with stakeholders.

- Review Attendance Procedures and the use of part-time timetables.

- Implement the Digital Strategy to ensure that learning and teaching is fully supported by the effective and appropriate use of technology.

- Work in collaboration with partners to implement the refreshed Perth and Kinross strategy for Developing the Young Workforce.

- Develop guidance on pupil engagement and participation.

- Review of the Broad General Education.

- Review of staffing structures.

- Extend the reach of instrumental music tuition.

Health and Wellbeing

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

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

Performance Summary for 2018/19

A wide range of developments have been undertaken to ensure that our children, young people, families and staff are well equipped to lead positive and healthy lives.

Curricular Development

An ECS Health and Wellbeing Strategy has been developed in partnership with staff, children and young people and focuses on improvement in mental, emotional, social and physical wellbeing. The strategy was launched at the headteacher development day in March 2019 and there will be a further launch with partners.

A focus of our collaborative work with Tayside colleagues has been to develop a Substance Misuse Curricular Framework for Schools. Between April and June 2019 professional learning opportunities will be provided for headteachers, partners and staff in schools across Perth and Kinross to support the implementation of the framework.

Following positive feedback on some trials with schools, the Educational Psychology Service led on important work helping children and young people better manage their behaviour, thus enabling them to focus more readily on their learning. Seventeen educational establishments and one support service were involved in this work. The approach was recognised at the Securing the Future Awards in May 2018. Comments from participants in the 2017/18 course included:

> *"The impact of the interventions so far has reduced the amount of time spent dealing with pupil conflicts".*

> *"As a result of this intervention (pupil X) is now actively participating in all literacy lessons. The aims of being ready to learn, starting tasks promptly and generally feeling more comfortable have all been achieved".*

Following an initial project delivered with Active Schools, LiveActive Leisure (LAL), to encourage more physical activity in children under ten years, there was significant evidence that the approach taken increased physical activity and extra-curricular sport levels. As a consequence several schools have invested their Pupil Equity Funding to continue the engagement of LAL.

Nine physical education, physical activity & sport (PEPAS) groups have been established across Perth & Kinross. They support their local management groups (LMG) by identifying areas of improvement and providing their LMG with an annual action plan to deliver local priorities.

Continuous Professional Learning

The *Emotional Wellbeing Collaborative* (EWC) has continued to raise awareness of the importance of good emotional wellbeing and has informed the development of a range of activities to improve emotional wellbeing outcomes for children and young people.
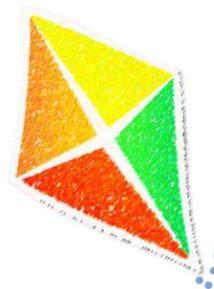
In particular it has supported training for staff on supporting families with a family member in prison, raising awareness of research on Adverse Childhood Experiences. The EWC has also promoted a focus on resilience and has supported a range of school initiatives targeted to deliver improvements in this area. This includes preparatory work for a pilot project with the Educational Psychology Service to extend use of the Bounce Back programme from Primary Schools to Secondary Schools; and also a sport and resilience project involving LiveActive Leisure, NHS Tayside Child and Adolescent Mental Health Services (CAMHS).

Approximately 2,500 school and social work staff from Perth and Kinross Council have now attended Emotional Health and Wellbeing training provided by the CAMHS team through funding from the *Mental Health Innovation Fund*. Almost all schools have now accessed the training and newly qualified teachers all complete the training in their probationary year. Evaluation has been extremely positive, with practitioners' confidence levels increasing to help support children's emotional health and wellbeing.

Regional Collaboration

The Tayside Plan for Children, Young People and Families has provided the focus for the development and implementation of a Tayside Parenting Strategy, a Mental Health strategy, a Substance Misuse Framework and a focus on Healthy Weight.

The Tayside Parenting Strategy, led by ECS, is developing in partnership with the three Tayside Councils, NHS Tayside and the 3rd sector. Extensive consultation with parents, carers, staff and managers delivering services for parents has informed the strategy.

Parenting and Family Learning

Until this Tayside Strategy is finalised, the Perth and Kinross Parenting Strategy 2015-2019 will continue to be delivered. In partnership with Dundee, Angus and Fife Councils, *Fife College* and the *Scottish Prison Service* we are delivering Family Learning opportunities in HMP Perth. Over the past year 28 families (45 children, 28 'dads') have attended the family learning activities. This has supported positive relationships and experiences for the families involved. Feedback from dads and their partners have included:

> *"It's made kids be able to get closer to their dad and put that spring back in their steps."*

Engagement in programmes has continued to grow, with numbers engaging exceeding the target set this year. Over 150 families have attended the Incredible Years programme in the past year. As a result 67% of children who completed pre and post measures were identified as moving out of the high-risk range by the end of the programme. Through attendance of

the Peep Plus family learning programme, parents have the opportunity to complete SQA level 4 modules that qualify them to access college courses and other routes to employment. The results are promising with parents going on to access a full-time course at Perth College or engage in volunteering. A range of groups for parents with children with additional needs are now established, including Little Explorers, Ready Steady Go and Early Bird. These groups not only support the children's development and integration but also aim to reduce isolation for parents:

> *"Meeting other parents and learning how we can support our children has been amazing"*

Our commitment following the *Fairer Futures Commission* to address child poverty includes actions to reduce food insecurity, improving access to benefits advice and implementation of the Raising Attainment Strategy. During the summer holidays 2018 a programme of activities was delivered for pupils at Goodlyburn and Letham Primary Schools with food from Monday to Friday each week. An average of 80 people a day accessed the sessions. Similar programmes were also offered for a reduced number of days at Alyth Community Wing and at the Coupar Angus Youth Activities Group (CAYAG). Awareness of the cost of the school day was raised with Parent Councils, and a number of schools are taking forward work on the Cost of the School Day.

Our Focus for 2019/20

- Embed the Health and Wellbeing Strategy.

- Improve the reach of parenting and family learning provision for families with older children and young people.

- Through the Emotional Wellbeing Collaborative work with targeted staff teams to improve their health and wellbeing.

- Support delivery of the national Health and Wellbeing Census and the Parental Involvement and Engagement Census.

- Develop and implement the food insecurity through holiday periods plan.

- Support the development of the Perth and Kinross Child Poverty Action Plan.

Looked After Children, Care Leavers and Young Carers

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people.

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

Performance Summary for 2018/19

A review of the Child and Young Person's Assessment process has been undertaken. Following this, Child Protection risk assessments and Core Assessments prepared for Child Protection Case Conferences will be audited by the Chair to assess that all relevant information is included. This will improve the quality of written assessments and ensure that any risks are clearly identified.

The Review and Remodelling of Residential Care Transformation Project highlighted the need to reduce reliance on external residential placements to avoid escalating costs and to better meet increasingly complex and often unexpected demands.

The resulting new multi-disciplinary _REACH_ team provides intensive support to families with multiple complex needs, where there is a significant likelihood of the young person (aged 12-18) becoming accommodated away from home in a residential care setting, including young people whose current offending behaviour puts them at risk of being placed in secure care. REACH provides intensive, coordinated and flexible support to young people and their families within their own homes and communities.

This approach has already been successful in preventing a number of young people from being accommodated within a residential care setting. REACH has also supported young people to successfully return home from residential accommodation and is working with several young people to help them transition home.

The _Child Health Team_ and the _Woodlea Outreach Team_ have worked together to develop child-centered programmes of individually tailored support for children and young people with complex needs and their families. By pooling resources and expertise, and working differently, they were able to develop programmes that did not create dependencies on the service, but altered expectations and ambitions, and developed children and family's confidence, skills and abilities to manage the challenges of daily life.

Staff work in partnership with parents within the family home to address issues such as sleep, routine and eating which were often challenging in the home environment. The staff brought their skills and experience and intimate knowledge of the child and worked alongside parents to develop consistent approaches at home, school and respite. The number of children and young people receiving a service has been expanded and referrals from other agencies have increased. The team has shared the good practice of Intensive Family Support with delegations from other local authorities, head teacher groups, and external organisations.

The academic attainment of Looked After Children shows some general improvement, with the proportion of Looked After School leavers attaining literacy and numeracy at SCQF level 4 increasing from 50% in 2014 to 75% in 2017/18, remaining above the Virtual Comparator (71%). However the average tariff points for Looked After school leavers shows more variation from year to year, and remains below the virtual comparator. These figures need to be viewed with some caution as they represent a very small group of young people of less than 20 each year.

The identification of Young Carers has been a priority for schools and Perth and Kinross Association of Voluntary Service (PKAVS), and the number of Young Carers who are identified and provided with support has increased year on year. PKAVS Young Carers helps Young Carers to offset their caring responsibilities through group activities, and they also provide support for young people aged 8 – 18 in schools by providing training, information and group talks, support children and young people at times of transition as well as encouraging children and young people to take part in holiday activity programmes. In January 2019 Perth and Kinross Council appointed a young carer's worker to support young carers whose caring role is having a significant impact on them, and in April 2019, PKAVS created a dedicated Carers Hub at Lewis Place in Perth, which provides a range of support for young people who are carers, and in partnership with PKC the service has developed the potential to provide a positive learning environment away from school or home.

Our Focus for 2019/20

- Implement the Corporate Parenting Strategy 2017-2020 to achieve significant improvements in the life chances for care experienced children and young people.

- Children and young people are supported by their families and remain in their communities wherever possible.

- Children and Young People are supported to give their views about decisions affecting them, including the use of Independent Advocacy.

- Young Carers will be supported to achieve their potential.

Safeguarding and Child Protection
Creating a safe and sustainable place for future generations

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

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

Performance Summary for 2018/19

Work has been ongoing with *Centre for Excellence for Looked After Children in Scotland* (CELCIS) to improve the availability of support for pregnant women and their partners and for families with children in their 1st year. A range of services are involved in the planning of pilot activity to be launched in 2019/20 in Strathearn/Perth City. This includes collaboration between NHS Tayside Maternity Services and Health Visiting Services and Perth and Kinross Council Parenting and Family Learning Team and Services for Children, Young People and Families.

Elected Members, Chief Officers and Community Planning Partnership (CPP) partners continue to provide strong strategic leadership, direction and scrutiny of our partnership approach of *zero-tolerance to abuse and exploitation and to ensuring a hostile environment across Perth and Kinross* and they have publicly recorded that *"there is no place for abuse and exploitation in our communities".*

Elected Members and Chief Officers of the public, private and third sectors in Perth and Kinross continue to discharge their individual and collective responsibility for children's services, in particular, child protection services, through the quarterly meetings of the Perth and Kinross Children, Young People and Families Partnership (CYPFP).

Throughout this year, they have continued to scrutinise the work of the *Child Protection Committee* (CPC) and received regular performance management thematic reports and progress reports on the work of the CPC; including progress of the *CPC Improvement Plan; CPC Standards and Quality Report*; the *Child Sexual Exploitation (CSE) Work Plan* and key practice improvements, aimed at providing better outcomes for children and young people. The partnership has also appointed a new Independent Chair to chair both the Adult Protection Committee (APC) and the CPC, which has improved the working synergy between both partnerships.

Leadership for the Tayside-wide group driving improvement and collaboration in safeguarding and child protection is provided by the PKC Depute Director of Education and Children's Services and Chief Social Work Officer. Continuous improvement is coordinated via the *Tayside Plan for Children, Young People and Families 2017 - 2020* to which the *CPC Improvement Plan* is closely aligned; allowing an opportunity to implement a consistent and improved approach both here in Perth and Kinross and across Tayside. Key achievements include a practitioner conference on tackling neglect and a joint leadership event for Chief Officers and Child Protection Committees.

Perth & Kinross Child Protection Committee has published revised *information sharing guidance* for staff, and are working to replicate the guidance across Tayside. The guidance supports the application of sound professional judgment and empowers safe practice to safeguard, support and promote the welfare of children and young people and protect them from harm, abuse and exploitation.

This year has seen the continued roll out the *Mind Of My Own* (MOMO) App, enabling increasing numbers of young people to have their views presented at various key meetings; by February 2019 104 young people had MOMO accounts.

Two very successful *Getting it Right: Keeping Your Child Safe* events were held in in Perth, with a focus on exploring current challenges in keeping children safe in a digital environment. The events were well attended and evaluated highly by those attending, and work is ongoing to explore how this model can be replicated across Tayside.

We have continued the roll out of the NSPCC Schools Service: *Speak Out. Stay Safe Programme* to all primary schools in Perth and Kinross. This year 4,513 children have received the programme, which aims to equip children with the knowledge and understanding they need to stay safe from abuse and neglect; Children are taught to speak out if they are worried, either to a trusted adult or Childline.

Our Focus for 2019/20

- Continue to provide high quality services to protect children in Perth and Kinross and across Tayside.

- Develop the provision and consistency of independent advocacy.

- Implement new guidance and processes for Inter-Agency Referral Discussions.

- Improve the quality of assessments by ensuring that all services contribute.

Criminal Justice Social Work

The Criminal Justice Social Work teams continue to perform well against the national position for:

- Providing assessments and reports to court to assist sentencing decisions;

- Supervising people on social work orders to tackle and reduce offending behaviour;

- Supervising people who are required to perform unpaid, useful work for the benefit of the community;

- Prison-based social work services to those serving custodial sentences and their families;

- Preparing reports of the Parole Board to assist decisions about release from prison; and

- Throughcare services including parole, supervised release and other prison aftercare orders to ensure public safety; and

- Supporting those who have experienced crime and their families.

The strong performance in low reconviction rates for adult offenders against national comparators has been sustained over the last year. Key performance highlights include a prompt response to people within the justice system. Just under three-quarters of people who receive a new community payback order are seen by a member of criminal justice social work staff within twenty-four hours and 4 out of 5 people with new community payback orders were seen within 5 working days.

Perth and Kinross Council bid successfully along with Dundee City Council to obtain national funding to implement the Caledonian System which is a highly evaluated programme to tackle and reduce the incidence and impact of domestic violence. From April 2019 this will be operational and working alongside our partners and the local courts, men, women and children will begin to benefit from a structured programme of support.

The Tayside Strategic Oversight Group meets quarterly to monitor the work of Multi-Agency Public Protection Arrangements (MAPPA) and directs local approaches towards the management of high risk offenders. The most recent annual report shows that the process for assessing and managing high risk of harm continues to work well across Tayside evidenced by the positive partnership working and high rate of offender compliance. Overall, the number of offenders managed through MAPPA reduced in 2017/18. A programme of quality assurance audits will continue to monitor performance closely.

Our Focus for 2019/20

- Implement an evidence-based approach to tackle domestic abuse and the increased prevalence of the impact on family life.

- Review Criminal Justice Social Work Services and identify areas for improvement.

- Refresh the governance and reporting framework for Criminal Justice Social Work Services taking account of the role of the Community Justice Partnership

- Plan for the introduction of the presumption against short sentences and build capacity for an increase in the number of community disposals

- Continue to focus on qualitative measures to assess the impact of interventions on the outcomes for people in the criminal justice system.

3. ORGANISED TO DELIVER

Governance and Management Structure of the Service

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

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

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

Customer Focus and Community Engagement

A programme of work to support and promote cashless operations of school offices continues, to achieve security, efficiency and administrative benefits alongside the increasing uptake of ParentPay to allow for payment of meals, trips and other activities.

Local authorities have a statutory duty to consult every two years on the provision of ELC, to inform the planning and delivery of services. A total of 745 people responded to the latest consultation carried out between December 2018 and February 2019 from which there were 562 parents or carers with pre-school age children in their household. Addition location-specific focus groups and roadshows were also carried out and results informed the ongoing development of ELC provision.

To inform the development of the Tayside Parenting Strategy a consultation with parents and others with a parenting role was completed between June and September 2018. Around 300 responses were received which helped shape development of the strategy. A further series of feedback and engagement events began in March 2019 to support finalisation of the Strategy and an action plan to support its implementation.

Contributing to corporate priorities, we have introduced and support a single, managed, consultation hub (*consult.pkc.gov.uk*) to promote and manage all consultation and survey activity across the Council and its partnerships, which assists in building the quality and transparency of all consultation, whilst clearly 'closing the loop' in reporting to the public/consultees what has happened as a result of their input.

Preparing our People for the Future

A number of staff who have completed the *Learn to Teach* programme have gone on to complete a probationer year and are now employed in our schools. The current cohort are in their probationer year and the initial interviews of staff applying for the next cohort to Dundee University have been completed.

We continue to deliver our probationary teacher programme for newly qualified teachers, which supports new teachers to satisfy full registration requirements.

Leadership opportunities for teaching staff at all levels are supported through partnership working with the Scottish College for Educational Leadership (SCEL); currently staff are undertaking a number of SCEL opportunities including Teacher Leadership, Into Headship, Towards Headship and Excellence in Headship.

The Leadership workstream of the TRIC Learning and Attainment Group has led to the adoption of a common *Leadership Development and Induction Programme* for newly appointed Headteachers in the 3 local authorities. Over 30 new Headteachers have participated in the programme and feedback has been very positive. It has also initiated a programme for newly appointed principal teachers entitled *Collaborative Middle Leadership Programme* to be offered in partnership with Education Scotland.

The *Leading and Managing People through Change* programme is an opportunity for senior leaders from across Education and Children's Services to engage to engage in Career-long Professional Learning (CLPL) that is focussed around managing people and managing change for people in their teams. 15 senior managers have engaged in the programme this year and feedback is very positive.

Through the *Middle Leaders Programme* Principal Teachers from early years, primary and secondary have engaged with a programme that has been developing their leadership and management skills. 25 Principal Teachers have participated this year and feedback has been very positive.

General Teaching Council revalidation was recently awarded, recognising our approach to supporting professional learning and review. To improve access to this, CLPL has now been linked to the MyView resource for all teaching staff and we continue to offer CLPL through the ECS Learning Hub.

Partnership Working

Perth and Kinross Council is a core partner in the leadership and delivery of the Tayside Plan for Children, Young People and Families - a joint Integrated Children's Services Plan with Dundee and Angus Community Planning Partnerships (CPPs), which informs the work of the Tayside Regional Improvement Collaborative. This approach demonstrates the shared understanding and commitment by Tayside-wide partners of the need to address the holistic needs of children and young people if they are to achieve improved outcomes. In particular good progress has been made in leadership training and in the development of support for parents across the three CPPs.

By taking a partnership approach to commissioning youth services ECS has worked with the Gannochy Trust to invest £900,000 in youth work projects over the forthcoming 3 years. This provides the six 3rd sector projects that received funding with greater stability.

Perth and Kinross Council are exploring the potential for a joint 2-18 community learning campus which could accommodate pupils from Angus, Dundee and Perth and Kinross. This would potentially support the provision of learning facilities closer to the communities within

which the pupils and their families live. Perth and Kinross Council are looking only for secondary provision.

We have been collaborating with Tayside Contracts, Angus and Dundee City Councils around developing a Tayside wide approach to provide school meals. Since 2016, Perth and Kinross Council have been looking at the most appropriate way to deliver approved savings of £200,000 against the meals service. The current proposal is to build a central meals cook-freeze production unit.

Financial and Resource Management

The ECS Revenue Budget for 2019/2020 is £180.727M and ECS have savings of £3.975M to deliver between 2019/2020 to 2021/2022.

The ECS Capital Budget for the next 10 years is £176.272M with the major projects being the replacement of Perth High School; the replacement of Blairgowrie Recreation Centre and the expansion of Early Learning & Childcare.

In order to provide more efficient, effective services ECS carried out a review of strategic commissioning, and as a result produced the _ECS Commissioning Strategy 2017-2020_. The strategy sets out how the service intends to modernise and improve our approach to the strategic commissioning of services to enhance the quality of life for children, young people and their families by having a vision and commitment to improve. It provides a firm foundation for generating joint approaches to the strategic commissioning of services with partners, both locally in Perth and Kinross and Tayside-wide. The strategy has already delivered significant savings for the service.

An internal audit of General Data Protection Regulation (GDPR) arrangements established satisfaction with the ECS approach to controls and awareness-raising within the Service. There were no specific actions for ECS and we will continue to support ongoing corporate actions.

Internal Audit also examined the major investment in the REACH project, and concluded that there were appropriate arrangements in place. Relevant analysis activity was undertaken to define the approach of the transformation review and to understand the cost and impact/potential benefits of the preferred option. They noted the effective project governance framework and the provision of information to the Project Board to facilitate oversight and decision making.

Performance, Self Evaluation and Risk Management

The school improvement framework is focused on improving outcomes for children and young people in our schools. It is based on the principle of proportionality and provides support and challenge to schools in taking forward identified priorities in line with local and national agendas. Over the last 12 months the school improvement team have carried out 22 Extended Learning and Achievement Visits (ELAVs) to 1 secondary school, 3 all through schools and 13 primary schools. There have been 18 Learning and Achievement and 11 ELAV or inspection follow up visits to primary schools and all through schools. There will be a further Secondary ELAV and 3 Secondary and all-through ELAV follow-ups during Term 4 of this session.

The recent inspection of *Community learning and development in Perth and Kinross Council* enabled the opportunity to work with Education Scotland to assess the quality of strategic leadership of Community Learning and Development (CLD) and the quality of CLD provision.

The Annual Governance Statement process allows us to undertake a comprehensive review of governance across the service, and consider improvement actions. It is a holistic process which considers governance in varying contexts including; vision, leadership, engagement, organisational development, decision making, internal controls and accountability.

Education and Children's Services have recently undertaken a review of strategic risk management in line with the new Corporate Risk Management Strategy and revised approach to risk management. The new approach is in the process of being embedded across the service and will be fully integrated into the developing Performance Framework. The service strategic risks are outlined below.

Strategic Objective	Service Risk	Residual Risk		
		Impact	Probability	Score
All objectives	The pace, scale and expectations of change become increasingly outwith our control.	3	2	6
All objectives	The responsibility for leading on partnership working and commissioned services is not equally shared.	3	5	15
All objectives	Systems, information and data are not fit for purpose to support modern working practices.	3	3	9
All objectives	Additional legislative responsibilities are underfunded.	4	3	12
All objectives	We fail to deliver on expected budget savings.	4	2	8
All objectives	We fail to fulfil all statutory duties (current and new).	3	2	6
Learning and Attainment	We fail to meet the requirements of the National Improvement Framework.	2	2	4
KEY				
Impact:	1 - Insignificant 2 - Minor 3 – Moderate 4 – Major 5 – Critical			
Probability:	1 – Rare 2 – Unlikely 3 – Possible 4 – Likely 5 – Almost Certain			

Health and Safety

In order to successfully assimilate the Council's Health & Safety Management system with the operational requirements of primary schools, a three phase programme was put in place to produce individual action plans for each school and to identify any training requirements.

Phase 1 schools have completed and provided the first quarterly update of their action plans. Many of the Phase 1 schools have been audited by colleagues in the Health & Safety Team. Phase 2 schools have all developed their initial action plans and are working through the identified actions.

As a result of the phased approach, targeted support has been provided to individual Headteachers to ensure they meet their management responsibilities. The progress made in these first two phases has seen the profile of Health & Safety raised in schools, and provided effective induction for new Headteachers. Some common themes have been identified, which has allowed central support to be focussed on the meaningful and significant risks found in schools.

In the future the programme for action plan development in the Phase 3 schools will commence in April 2019, with all action plans being in place by the end of the school year 2018/19.

To support the future planning, management and organisation of school excursions, the MIS team will deliver further training on the EVOLVE management system with assistance from a Technical Advisor. A Service Level Agreement with Live Active Leisure to provide Technical Advisor support was confirmed in March 2019.

4. SERVICE IMPROVEMENT PLANS

This section provides details on Service's key focus for 2019/20 and an update on Service Improvement Plans for 2018/19.

Service Improvement Plan 2018/19: Progress Update

Our Focus and Major Change for 2018/19	Key High Level Actions	Delivery Timescales	Comments on Key Actions and Outcomes Delivered
Strategic Objective: *Our children will have the best start in life, they will be cared for and supported to learn in nurturing environments*			
Implement the 1140 hours expansion plan for the delivery of Early Learning and Childcare (ELC) provision. *Head of Education (Early Years and Primary)*	Implement the early delivery and testing of 1140 hours of ELC in line with phasing plan.	Jun 2019	Phasing on track in line with the expansion plan and Scottish Government guidelines on supporting vulnerable families and rural area. New models of delivery being trialled.
	Continue to recruit additional staff in line with the workforce development plan, including the Modern Apprentice Scheme and Learn to Work in Early Years.	Jun 2019	10 Modern Apprentices have now secured posts as Play Assistants or ECP's. Through *Learn to be an Early Years Worker* 10 PKC staff are now qualified ECPs in post. The *Men in Childcare* course has run 5 times with 45 participants. 12% of the Kids Club permanent staff are male.
	Consult with families in communities through focus groups, roadshows and online survey on delivery of 1140 hours.	Dec 2018	**Complete** Over 40 focus groups have been undertaken and the Online Survey is now complete.
	Collaborate with Tayside Regional Improvement colleagues on development of key policy areas;(early and deferred entry; cross border; charging; admissions)	Aug 2018 **Revised Date:** Jun 2019	The Priority Group 1 sub-group is collaborating on guidance for supporting business sustainability. Cross-Boundary Guidance reviewed and agreed. Workforce action plan created. Ongoing audit of current qualifications and training offered by each LA.

Service Improvement Plan 2018/19: Progress Update

Our Focus and Major Change for 2018/19	Key High Level Actions	Delivery Timescales	Comments on Key Actions and Outcomes Delivered
Further develop and support schools to deliver early level curriculum through play in Primary 1. *Service Manager (Early Years)*	Plan training programme to include networking/professional dialogue for senior management teams and P1 teachers across seven pilot schools in phase 1.	Aug 2018	**Complete** Training programme delivered June 2018. Programme of network meetings in place for session 2019-20.
	Roll out phase 2 schools.	Jan 2019 **Revised Date:** Aug 2019	Revised timescale to ensure Phase1 training is fully embedded. Initial staff training is planned for April/May 2019 with continuing training and support for Phase 2 schools during session 2019/20 using a practitioner enquiry model of delivery.
	Evaluate and Review progress, and plan for full roll out during 2019-2020.	Apr 2019 **Revised Date:** Dec 2019	Revised training planned for Phase 2 schools. Evaluation of aims / outcomes of project in Phase 1 schools to be completed by August 2019. Roll out to Phase 3 schools planned for April/May 2020.
Review and further enhance availability of Out of School Care. *Service Manager (Evidence2Success)*	Support initiatives to enhance the availability of placements, i.e. support to Childminders, delivery of Men in Childcare, access to training and Continuing Professional Development.	Mar 2019	**Complete** Several campaigns to increase the number of childminders have been delivered. As a result 58 people completed pre-registration courses. A further 15 men completed the Men in Childcare course. CPD courses were funded in Childhood Practice, Child & youth studies, SVQ Social Services, Early Education & Childcare and Support Assistant.
	Consider Fairer Futures report recommendations and actions required, including promotion of incentives such as setting up a Tax Free Childcare account.	Feb 2019	**Complete** *Information updated* on PKC website to improve parent's access to national guidance on how to set up Tax Free Childcare accounts, and promoted on social media.

Service Improvement Plan 2018/19: Progress Update			
Our Focus and Major Change for 2018/19	**Key High Level Actions**	**Delivery Timescales**	**Comments on Key Actions and Outcomes Delivered**
	Enhance community developments, including community committees and Safestart.	Feb 2019	**Complete** Support has been provided to groups of parents interested in setting up or extending out of school care. This led to an increase in places in Auchterarder Kid's Club and the development of new provision in Pitlochry. Activity to support parent/community bodies to deliver Safestart provision has also been initiated in 4 communities.
Embed approaches in nursery settings to enhance children's communication in early literacy skills *Service Manager (Early Years)*	Complete Phase 2 of "Closing the Communication Gap" project in partnership with Speech and Language Therapy colleagues.	Jun 2018	**Complete** Phase 2 completed November 2018 – 13 schools.
	Implement Phase 3 to all remaining schools	Sep 2018	**Complete** All phase 3 schools have attended training session 1.
	Offer "Early Writing" training to all nursery and Primary 1 practitioners	Sep 2018	**Complete** One session delivered. One other session planned.
	Implement the Language Meets Literacy Practicum using Improvement Methodology to evaluate impact.	Nov 2019	To date the programme has been implemented in 3 nursery settings. 18 children and 13 families have participated. 100% of feedback shows a positive impact from training. Plans are in place for further roll out through training LA practitioners to deliver the programme.
Further develop the learning environments in Early Learning and Childcare settings. *Service Manager (Early Years)*	Create environmental audit tool for settings to evaluate and share learning with senior managers and practitioners, including partner providers.	Aug 2018	**Complete** Audit tool created. Presentation delivered to all partner provider managers and HTs of schools with Nursery classes.
	Review Impact of Learning and Share Good Practice.	May 2019	**Complete** All support and development visits will be completed June 2019 and findings analysed to identify core themes by August 2019. Sharing of good practice event planned for April 2019.

Service Improvement Plan 2018/19: Progress Update

Our Focus and Major Change for 2018/19	Key High Level Actions	Delivery Timescales	Comments on Key Actions and Outcomes Delivered
Continue to improve timescales in Permanence Planning for looked after children. *Head of Services for Children, Young People & Families*	Continued robust monitoring of timely decisions for those children and young people who require permanent alternative care.	Mar 2019	**Complete** Permanence tracking monitoring continues on a monthly basis and allows for the tracking of children through all stages of the process to ensure there is no drift or delay. Currently there are 66 children and young people being tracked and all of these young people have a plan.
	Continue to use the Looked After Children Review process to identify children in need of permanent substitute care.	Mar 2019	**Complete** Permanence tracking meetings include representation from the review team to ensure that any possible children and young people who may be requiring permanent alternative care are monitored. Currently this sits at 36 children including 8 unborn babies.
	Continue to improve the arrangement for the decision-making for children in kinship care.	Mar 2019	**Complete** The Kinship care panel continues to approve all placements for children and young people who are looked after. The assessment is robust and presented to the panel for discussion. The process mirrors that of the fostering and adoption panel.
Review the Early Years Strategy *Head of Education (Early Years and Primary)*	Lead the implementation of the Pre-birth – 5 years Priority Group, including actions to support delivery of the Tayside Plan within Perth and Kinross	Dec 2018	**Complete** Action Plan in Place for Priority Group 1 of the Tayside Plan.
	Identify key actions required to enhance support for 0-3years age group, including improving access to information, support and evidence-based interventions that meet their needs.	Dec 2018	**Complete** Work is ongoing with NHS Tayside partners to enhance support through the Tayside Planning group.

Service Improvement Plan 2018/19: Progress Update

Our Focus and Major Change for 2018/19	Key High Level Actions	Delivery Timescales	Comments on Key Actions and Outcomes Delivered
Build capacity in Early Years settings in understanding and responding to the needs of children requiring additional support. *Service Manager (Inclusion)*	Develop guidance and training in Nurseries including partner providers to implement PKC planning processes.	Jun 2019	**Complete** Guidance documents have been written and will be distributed to nurseries in April 2019.
	Support for early years practitioners through self-regulation in action project.	Jun 2019	Self-regulation In Action underway for 2018/19 with four Early Years participants.
Continue work with the Centre for Excellence for Looked After Children In Scotland (CELSIS) on 'Getting it Right Pre-Birth and into the first year of life'. *Head of Services for Children, Young People & Families*	Better enable communities to offer help and support to women and their families, using improvement science to identify vulnerability and implement new pathways of support for pregnant women, infants, and their families.	Mar 2021	As part of our partnership with NHS Tayside, we are supporting colleagues in midwifery to identify vulnerabilities and seek local support.
	Better enable people (practitioners, volunteers, community members) to work together to ensure women and their families get the right help at the right time.	Mar 2021	Our work with CELSIS has encouraged earlier identification of concern and appropriate signposting of services.
	Better enable midwifery and health visiting to provide women and families with access to the right help and support.	Mar 2021	NHST staff are now more able to promote appropriate access to support.

Strategic Objective: *Our children, young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential*

Implement the Raising Attainment Strategy 2016-2019 and its associated requirements. *Heads of Education*	Plan to improve pupil attainment in line with the targets set out in the Raising Attainment Strategy, particularly with identified groups e.g. Care Experienced Children and Young People, Gypsy Travellers, Young Carers.	Aug 2018	**Complete** Raising attainment group has been established. Audit of 2018-19 plan undertaken to establish baseline and progress. Development work for Strategy 2019-22 underway.
	Work with Attainment Advisor as part of Raising Attainment Group to implement updated attainment strategy for session 18-19.	Jun 2019	Attainment Advisor a member of the Raising Attainment Group. Equity Network established focussing on the Scottish Attainment Challenge supported by the Attainment Advisor. Attainment Advisor "Surgery" offered to schools. Attainment Advisor round of support visits to schools undertaken.

Service Improvement Plan 2018/19: Progress Update			
Our Focus and Major Change for 2018/19	**Key High Level Actions**	**Delivery Timescales**	**Comments on Key Actions and Outcomes Delivered**
	Co-ordinate delivery of and support to targeted interventions within schools.	Dec 2018	**Complete** Training for a number of interventions has been made available to schools this session run by the Educational Psychology team. Action Research workshops have also been offered this session, supported by QIOs, Educational Psychology and research staff.
	Review and update the Raising Attainment Strategy for 2019-2022.	Jun 2019	Raising Attainment Group working towards Lifelong Learning Committee in September 2019 for approval of 2019-2022 Strategy. Audit undertaken of current plan to establish baseline and progress.
	Further develop practitioner enquiry into self-regulation.	Jun 2019	Self-Regulation in Action project underway for 2018/19, with two parallel cohorts involving 28 participants and 15 establishments.
Implement further evidence-based interventions for learners supported by the Pupil Equity Fund (PEF) and PKC attainment fund. *Heads of Education*	Provide ongoing support to schools in implementing evidence-based approaches to close the gap including use of Pupil Equity Funding.	Jun 2019	Educational Psychology Service offering training and support in evidenced-based interventions. Equity Networks established in LMGs to support staff involved in closing the poverty related attainment gap. Microsoft Teams group utilised for continued support and access to resources, materials and sharing of good practice. PEF planning and use of PEF a focus of Term visits.
	Support Action Research, Model for Improvement and use of data.	Jun 2019	PEF PKC Improvement Methodology sessions underway.
	Target additional resource to support evidence based approaches in all schools	Mar 2019	**Complete** Consultation has been carried out with schools and information collated on the interventions put in place and measures of impact.

Service Improvement Plan 2018/19: Progress Update

Our Focus and Major Change for 2018/19	Key High Level Actions	Delivery Timescales	Comments on Key Actions and Outcomes Delivered
Continue to implement the National Improvement Framework (NIF) *Heads of Education*	Fully review the School Improvement Framework programme including data gathering and School Visits.	Oct 2018 **Revised Date:** Dec 2019	Due to vacancies within the EY and Primary school improvement team, this action was carried forward until full team was in place. Revised date in place.
	With the Regional Improvement Collaborative, share a collaborative directory of support and self-evaluations, create a framework for reciprocal visits, and deliver professional learning opportunities linked to improvement themes.	Jun 2019	**Complete** Collaborative Directory created and shared. Self-evaluation guidance complete. 6 Reciprocal visits carried out across each local authority area. Curriculum Event well attended in November, Digital Learning Festival planned for May. Collaborative Middle Leadership programme for newly appointed Principal Teachers underway.
	Pilot and review the SEEMIS Management Information system's Progress and Achievement Tracking module and roll out to all schools for session 2019-20.	Jun 2019	Pilot implementation has been delayed due to SEEMiS delays in building the module. The working group has continued to develop the shared understanding of the aims and benefits of a tracking system across the BGE in order to ensure that the system will be fit for purpose.4 schools will begin to pilot the module in term 4. Roll out to follow after review of pilot.
	Review Scottish National Standardised Assessment policy and procedures (including use of LA level data) with Headteacher focus group and implement.	Sep 2019	**Complete** Review undertaken in Sept 2018. Final policy guidance completed in November 2018, with a further review to take place in June 2019.

Service Improvement Plan 2018/19: Progress Update

Our Focus and Major Change for 2018/19	Key High Level Actions	Delivery Timescales	Comments on Key Actions and Outcomes Delivered
	Implement structured programme of Career-Long Professional Learning support and resources for moderation.	Jun 2019	**Complete** Training sessions delivered to HTs, DHTs, PTs probationer teachers. Resources created to support school and LMG moderation. PKC quality assurance moderation support officers (QAMSOs) attended national events and supported delivery of training sessions and development of materials. Moderation activities delivered in LMGs and schools. These are contributing to increased teacher confidence in tracking attainment, making predictions and understanding achievement of a level.
	Work as part of Regional Improvement Collaborative to develop shared resources in use of feedback to improve learning.	Jun 2019	Two schools have worked on individual projects and shared learning and resources via teams and during sharing sessions. Final 'marketplace' session to take place in April.
	Develop class, school and council wide approaches to ensuring children and young people have the opportunity to participate in decision making, planning and evaluation processes at all levels.	Jun 2019	Children and young people have been involved in the recruitment of Depute Headteachers and Headteachers. Pupil Voice on what makes Excellent Relationships, Excellent Learning and Teaching was collected through 'Imagine If' workshops undertaken in 23 primary schools, 3 secondary schools and 1 special school.
Implement Literacy and Numeracy Strategies and associated interventions to close the poverty related attainment gap. *Head of Education (Early Years and Primary)*	Establish Literacy and Numeracy Steering Groups to oversee Implementation and measure impact.	Jun 2018	**Complete** Steering group established. Priorities are to ensure overview of CLPL, to oversee targets/measures of impact. Meeting dates throughout 2019/2020.
	Launch Literacy and Numeracy Strategies and Year 1 Action Plans.	Jun 2018	**Complete** Plan is in place to implement from August 2019.

Service Improvement Plan 2018/19: Progress Update

Our Focus and Major Change for 2018/19	Key High Level Actions	Delivery Timescales	Comments on Key Actions and Outcomes Delivered
	Ensure effective communications and sharing of practice and resources through the creation of a PKC Literacy Hub, and promoting the use of the national Numeracy Hub.	Jun 2019	PKC Literacy Hub content is being updated and transferred to Microsoft Teams. National Numeracy Hub and TRIC (TLAG) Hub are being promoted. PKC documents, training materials etc. will be uploaded to TLAG hub.
	Establish PKC Literacy and Numeracy Leaders Groups at Local Management Group level to provide core professional learning and support.	Sep 2018 **Revised Date:** Apr 2019	LMGs have identified Literacy and Numeracy leaders. Core professional learning has been identified. SCEL accreditation has been sought.
	Implement the pan Tayside numeracy collaboration plan.	Jun 2019	TLAG Numeracy Conference was held on 23rd March 2019. In the summer term, TLAG members will visit focus schools to complete case studies/impact reports.
Develop a Key Focus on Excellent Learning and Teaching through Inclusive Practice in all Educational Establishments *Heads of Education*	Develop a Learning and Teaching Policy based on inclusive approaches with a particular focus on differentiation and feedback.	Jun 2019	Draft policy to be shared in June 2019.
	Create Curriculum Improvement Networks in Primary schools linked to Secondary schools.	Jun 2019	A review of Curriculum Improvement resulted in developing Headteacher improvement Partnerships and other activities. Positive feedback received.
	Focus on Teacher Leadership through the Creative Learning Network, linking with the Scottish College for Educational Leadership.	Jun 2019	Good progress has been made, and there are ongoing actions for 2019-20.
	Continue to support the delivery of high quality Physical Education and Expressive Arts.	Jun 2019	9 PEPAS (Physical education, physical activity & sport) groups have been established supporting LMGs. EA framework and training in place.

Service Improvement Plan 2018/19: Progress Update

Our Focus and Major Change for 2018/19	Key High Level Actions	Delivery Timescales	Comments on Key Actions and Outcomes Delivered
Through the Tayside Regional Improvement Collaborative, develop a shared leadership strategy to improve leadership and management of schools. *Head of Education (Secondary & Inclusion)*	Improve leadership of Headteachers through participation in the Tayside Regional Collaborative leadership development and induction programme.	Jun 2019	**Complete** Year 1 Programme complete with very positive feedback. Planning underway for year 2.
	Implement a middle leader's leadership of change and improvement programme working with a range of external partners.	Jun 2019	Collaborative Middle Leadership programme underway for newly qualified Principal Teachers in partnership with Education Scotland and close collaboration with Curriculum workstream of the Tayside Regional Improvement Collaborative. Leading and Managing People through Change programme for DHTs and Senior Officers from ECS almost complete for 18/19 and also Middle Leaders Programme for PTs in PKC almost complete.
Develop one strategy to incorporate Parental Involvement, Parental engagement and Family Learning. *Head of Education (Early Years and Primary)*	Audit universal family learning programmes.	Dec 2018 **Revised Date:** Jun 2019	Schools and establishments will be asked to respond to use of family learning programmes in May 19.
	Consult on draft strategy with parents, children & young people and staff.	Apr 2019 **Revised Date:** Oct 2019	Draft strategy underway and planned to be presented for consultation Sep/Oct 19.
	Launch Parental Involvement, engagement and family learning strategy.	Jun 2019 **Revised Date:** Jan 2020	Launch following consultation and review.
Work towards achieving 2020 readiness for the 1+2 approach to Language Learning; giving every child the opportunity to learn two languages in addition to their first language. *Head of Education (Early Years and Primary*	Support all primary schools to maintain pace and progression of implementation of Language 2.	Jul 2019	LMG meetings in Jan/Feb 2019 helped to confirm the implementation L2 is proceeding as planned. Continued CLPL opportunities including class support, meetings with HTs, 1+2 Champion meetings and Immersion courses.
	Ensure effective liaison with secondary schools to develop transition programmes for Language 2 in each Local Management Group (LMG).	Jul 2019	Successful transition events last session included work with St Johns and Perth High. Resources for this have been shared. Plans for transition were discussed at LMG meetings in Jan/Feb 2019.

Service Improvement Plan 2018/19: Progress Update

Our Focus and Major Change for 2018/19	Key High Level Actions	Delivery Timescales	Comments on Key Actions and Outcomes Delivered
	Create collaborative opportunities across LMGs and sectors to support planning for delivery of Language 3.	Sep 2018 **Revised Date:** Aug 2019	Current L3 implementation plans will be discussed at the next meeting of the Pan Tayside 1+2 Strategy group to ensure a common Pan Tayside approach.
Implement the Digital Strategy to ensure that learning and teaching is fully supported by the effective and appropriate use of technology. *Head of Education (Secondary & Inclusion)*	Further develop the use of the GLOW digital learning platform to support learning and teaching and professional learning.	Oct 2018	**Complete** Training provided for identified leads for all schools. Digital Strategy completed and agreed at LLC now with design and print.
	Review and identify further infrastructure needs and requirements to support the Digital Strategy.	Jun 2018	**Complete** Survey of all schools undertaken June 2018 and works schedule planned with IT and property, additional resource provided. Improvement works are underway due to be completed August 2020.
	Develop digital leaders of change to support learning.	Nov 2018	**Complete** Strategy requires schools to appoint a digital lead and digital champions group across the authority, training delivered and more planned.
	Evaluate progress to date.	Mar 2019	**Complete** Report to SMT submitted April 2019.
	Implement the Digital Virtual Campus across a number of settings.	Jun 2019	Study support pilot underway. Report and recommendations submitted to SMT.
Work in collaboration with partners to update the Perth and Kinross strategy for Developing the Young Workforce (DYW). *Heads of Education*	Review the Enterprise and Employability in Secondary Schools Strategy.	Apr 2019	**Complete**
	Revise the strategy for DYW, Career Education, Skills and Profiling 3-18 in partnership with partner providers, SDS, Perth College and the DYW Board.	May 2019	Currently in development through a Short Life Working Group.
	Working with the DYW Regional Team, develop further approaches to senior phase work experience.	Jun 2018	**Complete** Work experience figures show increased employer engagement.
	Support the use of Education Scotland and Skills Development Scotland resources to implement the strategy 3-18.	Jun 2019	New DYW strategy and guidance draft circulation planned for May 2019.

Service Improvement Plan 2018/19: Progress Update

Our Focus and Major Change for 2018/19	Key High Level Actions	Delivery Timescales	Comments on Key Actions and Outcomes Delivered
	Review and update the PKC Wider Achievement Standard in light of the updated strategy.	Apr 2019 **Revised Date:** Apr 2020	This will form part of the action plan for the DYW strategy.
Transform the School Estate *Senior Business and Resources Manager*	Develop options appraisals for schools where suitability, condition or occupancy have been identified as requiring improvement, leading to a more effective and efficient school estate.	Jun 2021	Options appraisals have been completed for all 10 Phase 1 Schools with Statutory Consultations completed for the 5 schools where this was the recommendation of the options appraisal. Phase 2 Schools are currently underway and due to complete by late 2019.
Modernise the School Office *Senior Business and Resources Manager*	Examine the current operation of school offices in all schools leading to identifying different processes and operations which will improve performance.	Jun 2019	**Complete** Increasing efficiencies are being found in school offices by introducing digital methods of obtaining excursion consent, school payments, applications and other information from parents / carers.
Strategic Objective: *Our children and young people will be physically, mentally and emotionally healthy*			
Implement the Health and Wellbeing Strategy *Head of Education (Early Years and Primary)*	Establish the Health and Wellbeing Strategy monitoring group.	Aug 2018 **Revised Date:** Apr 2019	**Complete** Membership of group outlined and draft date of first meeting for June 2019.
	Establish a Health and Wellbeing Network involving early years, primary and secondary Health and Wellbeing Leaders.	Aug 2018 **Revised Date:** Apr 2019	**Complete** Membership of Network identified and draft date of first meeting May 2019.
	Review approaches to planning for progression in and evaluating outcomes across all aspects of Health and Wellbeing.	Jun 2019 **Revised Date:** Dec 2019	Work will be undertaken with the HWB Network leaders over session 19/20.
	Revise the Physical Education, Physical Activity and Sport plan and work with schools to support implementation.	Jun 2019	Planning approach agreed and submitted by all LMGs. PEPAS officer supporting implementation.
	Contribute to the development and implementation of a Tayside Healthy Weight Strategy.	Mar 2019	**Complete** Stakeholder consultation activity planned for April – June 2019.

Service Improvement Plan 2018/19: Progress Update

Our Focus and Major Change for 2018/19	Key High Level Actions	Delivery Timescales	Comments on Key Actions and Outcomes Delivered
Continue to develop the Emotional Wellbeing Collaborative with a focus on Resilience of children and young people, parents and staff *Head of Education (Early Years and Primary)*	Enhance the resilience levels of children and young people through piloting of Bounce Back in Secondary schools; strategies to manage exams; further support the development of nurturing approaches and how services respond to Adverse Childhood Experiences (ACEs).	Jun 2019	Training, materials and evaluation support provided to two Secondary schools for Bounce Back. One school has begun piloting work on 'resilience for exams'. A review of the roll out of nurturing approaches to be undertaken.
	Establish a range of training for staff to enhance their skills and confidence in supporting children and young people with emotional wellbeing concerns.	Jun 2019	Staff in schools and social work teams have attended training, including; skills to support the development of resilience; development of trauma-informed practice; working with families affected by imprisonment; and use of improvement methodology.
	In partnership with Employee Support and Organisational Development services pilot support for the workforce to actively enhance their own wellbeing	Jun 2019	Work is ongoing with staff in one secondary school to improve their staff wellbeing, including a survey of staff well-being, training in personal resilience, support to deliver a Health and Wellbeing Learning Festival and support to monitor subsequent actions. Three other schools have recently collaborated to initiate a similar programme of activity.
	Contribute to the development and implementation of a Tayside Emotional Health & Wellbeing Strategy.	Jun 2019	Event planned for May 2019 to launch the Tayside Mental Wellbeing Toolkit. Ongoing involvement contributing to the development of the strategy.
Lead implementation of the Play Framework for Perth and Kinross *Service Manager (Early Years)*	Establish and implement a robust set of PKC Play Framework actions to improve play in learning environments – the home, school and community	Dec 2018	**Complete** Play Strategy approved in March 2019. Action plan will be implemented in session 2019-20.

Service Improvement Plan 2018/19: Progress Update

Our Focus and Major Change for 2018/19	Key High Level Actions	Delivery Timescales	Comments on Key Actions and Outcomes Delivered
Contribute to the development and implementation of a Tayside Substance Misuse Framework in schools. *Head of Education (Early Years and Primary)*	Provide information sessions for school staff and partners to plan for implementation of the Tayside Substance Misuse Framework in individual establishments	Dec 2018	**Complete** Substance Misuse Framework complete and launched to managers and partners March 2019. Launch to Headteachers planned for May 2019.

Strategic Objective: *Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people.*

Our Focus and Major Change for 2018/19	Key High Level Actions	Delivery Timescales	Comments on Key Actions and Outcomes Delivered
Reaffirm our commitment to 'Getting It Right For Every Child' (GIRFEC). *Depute Director, Education and Children's Services*	Ensure practitioners are supported in their day to day practices and to be confident in the sharing of information, effective use of chronologies, assessment and child's planning	Dec 2018	**Complete** Code of Practice Information Sharing, Confidentiality and Consent has been reviewed and updated. The multi-agency Guidance for Chronologies has been reviewed and updated and approved at the Child Protection Committee.
	Promote earlier intervention and family support in partnership with third sector colleagues.	Dec 2018	**Complete** Commissioned services now in place to provide intensive family support.
Establish REACH, a multi-disciplinary team working with young people on the edge of care and their families. *Head of Services for Children, Young People and Families*	Team to be operational and working practices developed.	Jan 2019	**Complete**
	Reduce the reliance on external care placements by expanding services to prevent young people entering care.	Jan 2020	Over the past 18 months this has been successful in reducing the reliance on external placements. In residential care the number has reduced from 24 to 10 and fostering the number has reduced from 47 to 19.
Implement the Corporate Parenting Strategy 2017-2020 to close outcomes gaps and to achieve significant improvements in the life chances for care experienced children and young people. *Executive Director, Education and Children's Services*	Work with partners in the Children, Young People and Families Partnership Corporate Parenting Sub Group to implement the strategy.	Jun 2019	The corporate parenting strategy is a 3 year piece of work with actions focusing on improving outcomes for children who are care experienced. The group meets on a quarterly basis and the plan is implemented through the looked after strategy group. The strategy has actions associated to various agencies and is updated quarterly.

Service Improvement Plan 2018/19: Progress Update

Our Focus and Major Change for 2018/19	Key High Level Actions	Delivery Timescales	Comments on Key Actions and Outcomes Delivered
Inclusion Review *Head of Education (Secondary & Inclusion)*	Gather all relevant data in relation to the current provision of support for children and young people with ASN.	May 2019	Analysis of data complete. Widespread consultation to commence with all stakeholders in May 2019.

Implementation plan to be developed informed by the above – December 2019. |
| Develop a Tayside Parenting Strategy that supports delivery of the aspirations of the Tayside Plan for Children, Young People and Families 2017-2020 *Head of Education (Early Years and Primary)* | Work with partners to lead development of a Tayside Strategy that builds on evidenced approaches and best practice informed by consultation and engagement. | Dec 2018 | **Complete** A consultation has been completed with parents, carers and service providers. Engagement has been positive. The final Strategy and an Action Plan will be developed in 2019-20. |

Service Improvement Plan 2018/19: Progress Update

Our Focus and Major Change for 2018/19	Key High Level Actions	Delivery Timescales	Comments on Key Actions and Outcomes Delivered
Strategic Objective: *Our children and young people will be safe and protected from harm at home, school and in the community*			
Continue to provide high quality services to protect children across Tayside. *Depute Director (Education and Children's Services)*	Collaborate with relevant partners and provide leadership to the Safeguarding and Child Protection Priority Group to implement the actions within the Priority Group Improvement plan to achieve consistent and robust multi-agency processes.	Mar 2019	**Complete** TRIC Priority Group 5 continues to take forward service improvements in relation to 6 key priorities. A successful staff conference on neglect was held in November 2018 and a successful Tayside leadership event was held in April 2019 to consider areas for further collaboration. Work is progressing to update guidance and procedures for Inter-agency Referral Discussions; Guidance for Paediatric Forensic Medical Examinations; and Unborn Baby Protocols. Staff will be trained to help them tackle online risks and a new Tayside Child Protection performance framework will be in place for 2020.
	Implement the revised guidance for information sharing and use of multi-agency chronologies.	Mar 2019	**Complete** This has been progressed by Priority Group 5 of the Tayside Regional Improvement Collaborative and final guidance has been prepared and circulated.
	In partnership with NHS, promote improvement in earlier recognition and response to patterns of accumulated neglect for vulnerable children, including persistent non-attendance at health appointments.	Mar 2019	**Complete** Improved liaison with health colleagues to monitor attendance at health appointments (of children who are on supervision orders or subject to child protection measures) to avoid repeated missed appointments.
	Create a more prominent profile for the recording of risk within written assessments for children and young people. Ensure that identified risks to individual children and young people are clearly articulated within written assessments	Mar 2019	**Complete.** Electronic recording amended to ensure prominent recording of risk. Reports and assessments now being monitored by Chairs of case conferences for clear identification of risk and quality of overall assessment.

Service Improvement Plan 2018/19: Progress Update

Our Focus and Major Change for 2018/19	Key High Level Actions	Delivery Timescales	Comments on Key Actions and Outcomes Delivered
	Further develop and extend the reach and use of the Mind Of My Own (MOMO) to strengthen children's voices in decision-making.	Mar 2019	**Complete** This has now been extended to Young Carers.
	Review existing advocacy provision for children and young people, develop and implement plans to strengthen and extend the availability of independent support.	Mar 2019	**Complete** Advocacy arrangements have been reviewed and new arrangements put in place. Contract with Rights respecting schools has been put in place and a SLA with Independent Advocacy Perth and Kinross to provide 21 hrs of dedicated advocacy support to children and young people who are subject to home supervision or who are on the "edge of care". The next step is to work on a strategy to link with the Corporate Participation and Engagement strategy and a Tayside-wide participation strategy through the Regional Improvement Collaborative.
	To sustain improvements in performance in child protection case conferences, continue to introduce new systems for involving children, young people and families in service development.	Nov 2018	**Complete** Introduction of the electronic consultation tool 'Mind of My Own' to assist children to communicate their views. Enhanced opportunities to seek views from families.
	Improve response times to ensure the protection of unborn babies by continuing to monitor Initial Child Protection Case Conferences for Unborn Babies	Mar 2019	**Complete** There has been significant improvement over the course of the year, but this requires continual monitoring.
	Reinforce importance of early identification of pregnant women who are vulnerable (before the 28th week of pregnancy)	Mar 2019	**Complete** This has significantly improved and will be monitored on an ongoing basis to ensure continued improvement.
	Monitor the completion of multi-agency reports to Child Protection Case Conference.	Mar 2019	**Complete** Reports and assessments now being monitored by Chairs of case conferences for clear identification of risk and quality of overall assessment.

Service Improvement Plan 2018/19: Progress Update

Our Focus and Major Change for 2018/19	Key High Level Actions	Delivery Timescales	Comments on Key Actions and Outcomes Delivered
Strategic Objective: *Creating a safe and sustainable place for future generations*			
Effective interventions are delivered to prevent and reduce the risk of further offending. *Depute Director/Chief Social Work Officer*	Enhance our approach to working with people convicted of domestic abuse offences and take forward a joint bid with Dundee City to obtain Scottish Government funding to deliver the Caledonian Programme.	Mar 2019	**Complete** Participation in the Caledonian programme is now available to Sheriffs to impose as a Community Payback Order Programme requirement, as part of a 2 year CPO. Senior Practitioners and Social Workers from the CJS team have undertaken the 7 days accredited training, with further staff scheduled to complete training by July 2019. In August 2019, 2 social workers from the PKC team will relocate to the groupwork delivery team based in Dundee.
Deliver the Community Justice Outcomes assigned to Perth and Kinross Council Criminal Justice Social Work Services set out in the Community Justice Outcome Improvement Plan 2017 – 2020 *Depute Director/Chief Social Work Officer*	Review the processes between Youth Justice and Criminal Justice services to ensure that the Whole System Approach is continued into the adult system.	Mar 2019	**Complete** A post has been established for a Bail Supervising Officer to work with young people aged 16-19as a joint venture between Criminal Justice Services and Children Services. This service will link into existing support services for young people, to aid smooth transition.
	Carry out an evaluation of the One-stop Women's Learning Service (OWLS) to assess the extent to which the needs of service users are met and to determine its future operating model.	Mar 2019	**Complete** Changes have been made to the structure and organisation of the service delivered, the management of the service, the roles and responsibilities of staff, the duration of engagement permitted, and the gathering and use of data held by the service in response to evaluation findings. Many clients have reported significant reductions in substance misuse and managing their behaviour and managing appointments.

Service Improvement Plan for 2019/20

Our Focus and Major Change for 2019/20	Key High Level Actions	Delivery Timescale	Lead Officer
Pre-Birth and Early Learning			
Implement the 1140 hours expansion plan for the delivery of Early Learning and Childcare provision. *Head of Education (Early Years and Primary)*	Implement the early delivery and testing of 1140 hours of ELC in line with phasing plan.	Jun 2020	Service Manager (Early Years)
	Redesign the ELC service to ensure it can meet the demands of Scottish Government Guidance, National Standard for Early Leaning and Childcare.	Apr 2020	Service Manager (Early Years)
	Collaborate with Tayside Regional Improvement colleagues on development of leadership and training opportunities.	Jan 2019	Service Manager (Early Years)
Lead implementation of the Play Framework for Perth and Kinross *Service Manager (Early Years)*	Launch the Play Framework.	Jun 2019	Service Manager (Early Years)
	Deliver, monitor and evaluate action plan for 2019-20	Apr 2020	Service Manager (Early Years)
	Provide annual evaluation report to Children, Young People and Families Partnership	May 2020	Service Manager (Early Years)
Develop learning and teaching approaches to delivering the curriculum in early years settings and classrooms *Service Manager (Early Years)*	Undertake cohort 2 of Play in Primary One initiative with 10 Primary Schools	Jun 2020	QIO (Early Years)
	Work with Educational Psychology service to ensure practitioners implement action research.	Jun 2020	QIO (Early Years)
Learning and Attainment			
Continue to implement the National Improvement Framework through a clear focus on the NIF drivers. *Heads of Education*	Review the School Improvement Framework.	Mar 2020	QIOs (School Improvement)
	Through the Regional Improvement Collaborative, improve approaches to self-evaluation, and deliver Professional Learning Opportunities linked to Improvement Themes.	Jun 2020	QIOs (School Improvement)
	Develop, with senior leaders in nurseries and schools, key actions to strengthen empowerment of staff	Jun 2020	QIOs (School Improvement)
	Review Strategy for Parental Involvement and Engagement	Jun 2020	QIO (Primary)
	Strengthen self-evaluation against HGIOS indicators across all schools	Dec 2019	QIO (School Improvement)

Service Improvement Plan for 2019/20

Our Focus and Major Change for 2019/20	Key High Level Actions	Delivery Timescale	Lead Officer
Develop and implement the Perth and Kinross Council Raising Attainment Strategy 2019-2022. *Head of Education (Secondary & Inclusion)*	Develop and implement an overarching strategy that focuses on raising attainment for all and closing the poverty related attainment gap.	Sep 2019	QIO (Primary)
	Develop and implement a performance management framework to map out attainment performance, measures and data.	Jun 2020	QIO (Primary)
	Develop and implement a reporting framework on performance in attainment, including thematic reports	Jun 2020	QIO (Primary)
Develop the Excellent Relationships, Excellent Learning and Teaching Policy. *Heads of Education*	Develop Policy and Implementation Plan with senior leaders in nurseries and schools.	Jun 2020	QIO (Primary)
Development of Inclusion Services following review period and engagement with stakeholders *Head of Education (Secondary & Inclusion)*	Engage widely with stakeholders	Dec 2019	Service Manager (Inclusion)
	Prepare and implement Improvement plan	From Dec 2019	Service Manager (Inclusion)
	Confirm and implement resource allocation	Dec 2019	Service Manager (Inclusion)
	Inclusion Services organised to deliver improvement plan	Dec 2019	Service Manager (Inclusion)
Review Attendance Procedures and the use of part-time timetables *Head of Education (Secondary & Inclusion)*	Full review of attendance trends over time	Jun 2020	Service Manager (Inclusion)
	Review of current guidance and practice	Jun 2020	Service Manager (Inclusion)
	Implement improved procedures and monitor progress through data analysis	Aug 2020	Service Manager (Inclusion)
Implement the Digital Strategy to ensure that learning and teaching is fully supported by the effective and appropriate use of technology. *Head of Education (Secondary & Inclusion)*	Further develop the use of Glow to support learning and teaching and professional learning.	Oct 2020	QIO (Secondary)
	Continue to work with IT colleagues to monitor and identify further infrastructure needs and requirements to support the Digital Strategy.	Oct 2019	QIO (Secondary)
	Provide a programme of training for digital leaders and champions in our schools and establishments.	Jun 2019	QIO (Secondary)
	Further develop the Virtual Campus offer, planning and implementation in Perth & Kinross	Dec 2019	QIO (Secondary)

Service Improvement Plan for 2019/20

Our Focus and Major Change for 2019/20	Key High Level Actions	Delivery Timescale	Lead Officer
Work in collaboration with partners to implement the refreshed Perth and Kinross strategy for Developing the Young Workforce. *Head of Education (Secondary & Inclusion)*	Continue to work with the DYW Regional Team to increase employer involvement and senior phase work placement.	Jun 2020	QIO (Secondary)
	Provide CLPL to increase teacher confidence in approaches to embedding skills into learning, teaching, planning and profiling	Jun 2020	QIO (Secondary)
	Review and update the PKC Wider Achievement Standard	Jun 2020	QIO (Secondary)
Develop guidance on pupil engagement and participation. *Heads of Education*	Audit and review current approaches to promoting pupil voice and pupil engagement.	Dec 2019	QIO (Primary)
	Establish representative pupil groups in each LMG and at authority level	Jun 2020	QIO (Primary)
Review of the Broad General Education. *Head of Education (Secondary & Inclusion)*	Review current practice in the delivery of the BGE S1-3 curriculum across all secondary schools	Mar 2020	Secondary HTs
	Identify and share areas of best practice	Mar 2020	Secondary HTs
	Further develop inter-disciplinary learning in S1-3	Mar 2020	Secondary HTs
Review of staffing structures. *Head of Education (Secondary & Inclusion)*	Develop and implement a model to allow Headteachers greater flexibility in designing management structures.	Jun 2020	Head of Education (Secondary & Inclusion)
	Review of the staffing standards	Feb 2020	Head of Education (Secondary & Inclusion)
Extend the reach of instrumental music tuition *Head of Education (Secondary & Inclusion)*	Review and update music tuition charging policy	Jun 2019	QIO (Secondary)
	Further partnership working with P&KMF and YMPA to reduce financial barriers for families on lower incomes	Oct 2019	QIO (Secondary)
	Work in partnership with the Scottish Schools Pipe & Drum Trust to develop additional tuition.	Sep 2019	QIO (Secondary)
Health and Wellbeing			
Embed the Health and Wellbeing Strategy. *Head of Education (Early Years and Primary)*	Establish a steering group launch to monitor and review the implementation	Jun 2019	Principal Educational Psychologist
	Establish the Health and Wellbeing Curriculum Leaders network	Jun 2019	QIO (Primary)
	Contribute to the development and implementation of the Healthy Weight strategy for Tayside	Mar 2020	QIO (Primary)

Service Improvement Plan for 2019/20

Our Focus and Major Change for 2019/20	Key High Level Actions	Delivery Timescale	Lead Officer
Improve the reach of parenting and family learning provision for families with older children and young people. *Head of Education (Early Years and Primary)*	Review progress in implementing Strengthening Families Programme in local communities and identify actions to improve reach	Mar 2020	Service Manager (Evidence2Success)
	Consider options to enhance support for parents and families with children aged 8 and over, including development of approaches and programmes to be piloted in localities	Mar 2020	Service Manager (Evidence2Success)
Through the Emotional Wellbeing Collaborative work with targeted staff teams to improve their health and wellbeing *Head of Education (Early Years and Primary)*	Work with Employee Support and Organisational Development support staff teams to develop wellbeing improvement plans	Mar 2020	Service Manager (Evidence2Success)
Support delivery of the national Health and Wellbeing Census and the Parental Involvement and Engagement Census *Head of Education (Early Years and Primary)*	Work with a Short Life Working Group to determine the timescales and implementation of the Census in all establishments	Jun 2019 (Parental) Oct 2019 (HWB)	Corporate Research and Information Manager
Develop and implement the food insecurity through holiday periods plan *Head of Education (Secondary & Inclusion)*	Identify areas of specific need across Perth and Kinross;	Aug 2019	QIO (Secondary)
	Develop an implementation plan for rollout across localities	Jun 2019	QIO (Secondary)
	Develop a performance management framework to map out impact, uptake and reach during holiday periods;	Oct 2019	QIO (Secondary)
	Consider the viability of food insecurity projects during other school holiday periods	Oct 2019	QIO (Secondary)
Support the development of the Perth and Kinross Child Poverty Action Plan *Head of Education (Secondary & Inclusion)*	Continue to support schools with training on Cost of School Day Work in partnership with Welfare Rights Team	Jun 2020	QIO (Secondary)
	Work in partnership with welfare team to improve uptake of free school meals, clothing maintenance allowance for those entitled.	Jun 2020	QIO (Secondary)
	Improve targeting of parenting and family learning to ensure families affected by poverty have access to appropriate support.	Mar 2020	Service Manager (Evidence2Success)

Service Improvement Plan for 2019/20

Our Focus and Major Change for 2019/20	Key High Level Actions	Delivery Timescale	Lead Officer
Looked After Children, Care Leavers and Young Carers			
Implement the Corporate Parenting Strategy 2017-2020 to achieve significant improvements in the life chances for care experienced children and young people. *Head of Services for Children, Young People and Families*	Prepare an annual report to Corporate Parenting Group updating progress against key performance indicators.	Mar 2020	Service Manager (Looked After Services)
Children and young people are supported by their families and remain in their communities wherever possible. *Head of Services for Children, Young People and Families*	Early identification of extended family who can support children and young people.	Mar 2021	Service Manager (Fieldwork Services)
Children and young people are supported to give their views about decisions affecting them. *Head of Services for Children, Young People and Families*	Further investment and tracking of the use of MOMO as a means for children and young people to express their views.	Mar 2020	Improvement Officer
Young Carers will be supported to achieve their potential. *Head of Services for Children, Young People and Families*	Work with PKAVs to identify YCs at level 1	Mar 2020	Service Manager (Fieldwork Services)
	Provide a variety of respite opportunities tailored to need.	Mar 2020	Service Manager (Fieldwork Services)
Safeguarding and Child Protection			
Continue to provide high quality services to protect children in Perth and Kinross and across Tayside. *Depute Director*	Collaborate with relevant partners and provide leadership to the Safeguarding and Child Protection Priority Group to achieve consistent and robust multi-agency processes.	Mar 2020	Depute Director
	Maintain high quality Child Protection responses within ECS.	Mar 2020	Head of Services for Children, Young People & Families
	Work with the Child Protection Committee to implement plans across all services to ensure continuous improvement in Child Protection.	Mar 2020	Head of Services for Children, Young People & Families
Develop the provision and consistency of independent advocacy. *Head of Services for Children, Young People and Families*	Increase the number of children and young people supported by an independent advocate by ensuring social workers highlight the service available.	Mar 2020	Service Manager (Looked After Services)

Service Improvement Plan for 2019/20

Our Focus and Major Change for 2019/20	Key High Level Actions	Delivery Timescale	Lead Officer
Implement new guidance and processes for Inter-Agency Referral Discussions. *Head of Services for Children, Young People and Families*	Produce a suite of guidance on child protection processes including IRD and chronologies, multi-agency support to ensure workforce development.	Dec 2019	Head of Services for Children, Young People & Families
Improve the quality of assessments by ensuring that all services contribute. *Head of Services for Children, Young People and Families*	Developing a system to review quality and consistency of children and young person's plan, assessment and chronology.	Mar 2020	Service Manager (Fieldwork Services)
Implement an evidence-based approach to tackle domestic abuse and the increased prevalence of the impact on family life. *Depute Director/Chief Social Work Officer*	Implement the Caledonian System for perpetrators of domestic abuse, their partners and children by the Criminal Justice Social Work Service.	Dec 2019	Service Manager (Criminal Justice)
Review Criminal Justice Social Work Services and identify areas for improvement. *Depute Director/Chief Social Work Officer*	Carry out a Criminal Justice Social Work Service self-evaluation using the newly published quality framework by the Care Inspectorate.	Dec 2019	Service Manager (Criminal Justice)
Refresh the governance and reporting framework for Criminal Justice Social Work Services taking account of the role of the Community Justice Partnership. *Depute Director/Chief Social Work Officer*	The governance and reporting framework will be updated taking account of the Community Justice Partnership and Council Committees.	Dec 2019	Depute Director/Chief Social Work Officer
Plan for the introduction of the presumption against short term prison sentences and build capacity for an increase in the number of community disposals. *Depute Director/Chief Social Work Officer*	Continue to review resources and develop a flexible model of delivery to manage the potential for an increase in the number of Community Payback Orders.	Sep 2019	Service Manager (Criminal Justice)
Continue to focus on qualitative measures to assess the impact of interventions on the outcomes for people in the criminal justice system. *Depute Director/Chief Social Work Officer*	Using the results of Self-Evaluation and performance information over 2019/20, revise and update qualitative measures and where appropriate include these into performance reporting from 2021.	Apr 2020	Depute Director/Chief Social Work Officer

5. KEY PERFORMANCE INDICATORS

The following section provides a performance update on key performance indicators for 2018/19. The data provided covers the year to 31 March 2019 unless marked with a #, which notes indicators based on the academic year from August to July.

Pre-birth and Early Learning

Indicator	Performance			Targets			
	2016/17	2017/18	2018/19	2018/19	2019/20	2020/21	2021/22
% of children meeting expected developmental milestones when entering primary school#	79%	**81%**	-	85% in each SIMD Quintile	85% in each SIMD Quintile	85% in each SIMD Quintile	85% in each SIMD Quintile

The target of 85% is being met in the higher (least deprived) SIMD quintiles 4 and 5. There is still work to do, by all partners, in supporting children and families where one or more milestones are not being met in quintiles 1 and 2.

Learning and Attainment

Indicator	Performance			Targets			
	2016/17	2017/18	2018/19	2018/19	2019/20	2020/21	2021/22
Percentage of pupils (P1, P4 & P7 combined) achieving expected levels in:							
Literacy #	71%	**76%**	-	*Annual increase*			
Numeracy #	68%	**74%**	-	*Annual increase*			
Gradient of pupils achieving expected levels across ACORN[1] categories:							
Literacy #	8%	**5%**	-	*Annual decrease*			
Numeracy #	8%	**5%**	-	*Annual decrease*			

These indicators measure both **excellence** - raising overall performance for all, and **equity** – narrowing the poverty-related gap.

Steady progress in levels achieved is shown across all stages and areas, and there are early signs of some progress in closing the poverty-related gap. Literacy and numeracy strategies have been established to support improvement in key areas.

A more detailed breakdown of results across individual stages and curricular areas was presented in the annual *Raising Attainment Strategy Update report* in October 2018.

The gradient figure relates to the slope of the trendline across the ACORN categories – as in the example to the right.

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

Learning and Attainment

Indicator	Performance			Targets			
	2016/17	2017/18	2018/19	2018/19	2019/20	2020/21	2021/22
School leavers achieving 5 or more SQA subjects at SCQF level 5 #	PKC: 62% VC: 62%	**PKC: 66%** **VC: 65%**	-	*Exceed virtual comparator*			
School leavers achieving 5 or more SQA subjects at SCQF level 6 #	PKC: 35% VC: 35%	**PKC: 36%** **VC: 37%**	-	*Exceed virtual comparator*			

Results for SCQF level 5 remain high, and above the Virtual Comparator. Results for SCQF level 6 are generally increasing, but have fallen slightly behind the Virtual Comparator.

Total Tariff scores:

Indicator	Performance			Targets			
Overall (LGBF) #	PKC: 927 VC: 909	**PKC: 955** **VC: 925**	-	*Exceed virtual comparator*			
SIMD Quintile 1 (LGBF) #	PKC: 490 VC: 505	**PKC: 548** **VC: 513**	-	*Exceed virtual comparator*			
SIMD Quintile 2 (LGBF) #	PKC: 653 VC: 644	**PKC: 683** **VC: 728**	-	*Exceed virtual comparator*			
SIMD Quintile 3 (LGBF) #	PKC: 917 VC: 814	**PKC: 896** **VC: 831**	-	*Exceed virtual comparator*			
SIMD Quintile 4 (LGBF) #	PKC: 972 VC: 970	**PKC: 1015** **VC: 989**	-	*Exceed virtual comparator*			
SIMD Quintile 5 (LGBF) #	PKC: 1135 VC: 1166	**PKC: 1199** **VC: 1174**	-	*Exceed virtual comparator*			
ACORN Category 4/5 #	649	**669**	-	*Annual improvement*			
Average Total Tariff for Looked After Children #	PKC: 398 VC: 506	**PKC: 257** **VC: 394**	-	*Exceed virtual comparator*			

The average total tariff score of school leavers shows a clear attainment gap.   Pupils from lower deciles tend to leave school earlier and this has a strong influence on number of tariff points accrued. This gap is relatively unchanged between 2016/17 and 2017/18, and the overall average has also increased. In comparison to the Virtual Comparator, PKC is generally higher although the overall trend is similar.

Indicator	Performance			Targets			
School leavers achieving Literacy and Numeracy at SCQF Level 4 #	PKC: 86% VC: 90%	**PKC: 90%** **VC: 90%**	-	*Exceed virtual comparator*			
Looked After school leavers achieving Literacy and Numeracy at SCQF Level 4 #	PKC: 71% VC: 76%	**PKC: 75%** **VC: 71%**	-	*Exceed virtual comparator*			

Reflecting improvements seen in CfE levels, the literacy and numeracy qualifications achieved by school leavers is generally increasing. Care should be taken when interpreting measures for Looked After Children due to the small numbers involved. Performance is lower that the whole leavers cohort, but in line with and slightly above the virtual comparator.

Learning and Attainment

Indicator	Performance			Targets			
	2016/17	2017/18	2018/19	2018/19	2019/20	2020/21	2021/22
Number of young people achieving awards	674	650	471	600	600	600	600

Two centres have changed their registration with the Duke of Edinburgh scheme, and although young people will continue to achieve awards with these centres they will no longer be counted within PKC figures - he target was therefore reduced.

• _Duke of Edinburgh_: 1295 participants achieving 426 awards
• _Youth Achievement_: 13 awards
• _Dynamic Youth_: 21 awards
• _Saltire_: 7 awards
• _Hi5_: 4 awards.

The number of Youth Achievement and Dynamic Youth Awards reflects the change of focus of the service, as it now has targeted early interventions rather than attendance at universal youth provision. The reduction in the number of completed Duke of Edinburgh Awards at this time is due to young people who have only part of the requirement for the award. This figure will however increase throughout 2019 as the universal youth work contracts recently launched specifically ask for young people's achievements to be recognised.

Indicator	Performance			Targets			
% Attendance for Primary School pupils#	95.2%	**94.8%**	-	**96%** _(17/18)_	96%	96%	96%
% Attendance for Secondary School pupils#	91.1%	**91.1%**	-	**92%** _(17/18)_	93%	93%	93%
Exclusion incidents per 1,000 Primary pupils#	9	**6**	-	**9** _(17/18)_	9	9	9
Exclusion incidents per 1,000 Secondary pupils#	46	**45**	-	**45** _(17/18)_	45	45	45

Overall attendance in secondary is steady although primary attendance has fallen slightly over recent years. The number of exclusions from school continues to reduce in both primary and secondary.

Indicator	Performance			Targets			
% of school leavers moving onto positive and sustained destinations#	94.5%	**96.2%**	-	**93%** _(17/18)_	93%	93%	93%

The proportion of young people entering positive destination on leaving school has been generally improving, and is also largely maintained in the follow-up survey.

Indicator	Performance			Targets			
Participation measure for 16-19 year olds	93%	93%	**94%**	**92%**	_Exceed national comparator_		

The participation measure reports on the activity of the wider 16-19 year old cohort, including those at school, and this is the third year of publication. Once again, Perth and Kinross is performing above the national average (92%), and is doing so in every individual age group as well as overall. The most common destinations are Higher Education (40%), Further Education (26%) and Employment (27%).

Looked After Children, Care Leavers and Young Carers

Indicator	Performance			Targets			
	2016/17	2017/18	2018/19	2018/19	2019/20	2020/21	2021/22
% Looked After Children with more than 1 placement in the last year (Aug-July) #	33%	24%	**21%** (Mar 2019)	-	20%	20%	20%

New Indicator
Out of 199 children and young people who were looked after and accommodated on 31 March 2019, 41 had more than one placement in the previous year. This is an area that continues to improve. There is concerted effort to minimise moves and the increased use of kinship placements as well as the recruitment of foster carers evidences the progress made.

Indicator							
% of looked after reviews (accommodated children) which are held within statutory timescales	80%	75%	**87%**	**95%**	95%	95%	95%

391 out of 451 LAC reviews were held on time during the reporting year. There is ongoing improvement in this area, which is in part due to the staffing stability within the review team.

Indicator							
% of children with an approved permanence plan within 4 months of the decision to recommend for permanence	69%	35%	**56%**	**80%**	85%	85%	85%

Of the 18 young people considered at Fostering and Permanence Panel within the reporting year, 10 were considered within 4 months of the timescale. There have been some difficulties this year with changes of staffing and therefore drift in completing reports. This is continually monitored through the permanence focus group and any delays are addressed.

Indicator							
% of children approved for permanence and who have been accommodated less than 12 months	79%	63%	**67%**	**84%**	85%	85%	85%

Of the 18 young people approved for Permanence at the Fostering and Permanence or Kinship Panel, 12 were accommodated for less than 12 months. There is sustained effort to ensure that children and young people's plans do not drift although the length of legal processes does have an impact on planning.

Indicator							
Balance of care for looked after children (LGBF) #	92%	**95%**	**96%** (Mar 2019)	**90%**	90%	90%	90%

This is an extremely positive picture and reflects the drive to continue to promote community placements (foster and kinship care). At the beginning of April the number of children and young people in residential accommodation had reduced from 21 in 2018 to 12.

Looked After Children, Care Leavers and Young Carers

Indicator	Performance			Targets			
	2016/17	2017/18	2018/19	2018/19	2019/20	2020/21	2021/22
Proportion of Activity Agreement participants progressing onto positive destinations	84%	86%	**88%**	**87%**	88%	88%	88%

59 young people left Activity Agreements with 52 going onto positive destinations. The most common destinations being employment, Further Education or Employability Fund placements. Over the last 12 months communication between teams has increased, and a framework of after care and follow ups has been introduced.

Indicator	Performance			Targets			
% of Care Leavers in touch with Aftercare services between the ages of 16-25	84%	84%	**84%**	**89%**	90%	90%	90%

277 care leavers engaged with Aftercare, out of a total of 328 care leavers. This indicator shows the commitment to continue to provide advice and guidance to care experienced young people at their request and up until their 26th birthday as per regulations. To make this as easily accessible as possible, the Aftercare team are based within the youth service at Scott Street and have access to a multi-disciplinary setting. Youth workers in localities will also offer support and guidance.

Indicator	Performance			Targets			
% of children/young people in community placement beyond the age of 16	56%	52%	**55%**	*Annual improvement*			
Looked After	22	46	**79**				
Continuing Care	5	22	**28**				

Since eligibility started in 2015/16 A total of 193 young people have reached the age of 16 in care, and 107 have chosen to continue in a community placement, 28 of them under Continuing Care arrangements. This is a complex measure as there are a range of choices for young people to take at age 16, such as Independent Living, Supported Lodgings etc. Critically, all Young People are fully informed of their rights to remain in care settings, and supported to make the best choice for themselves. Although this is not a national benchmark indicator it is known that Perth and Kinross have a high number of young people in continuing care.

Indicator	Performance			Targets			
% of young people referred to Services for Young People and who engaged with the service	-	-	**88%**	*Baselining*			

This is a new indictor and sets a benchmark. The aim of the indicator is to show how the service is engaging with young people and through other measures we will show the quality of that involvement and the difference this is making to young people.

Safeguarding and Child Protection

Indicator	Performance			Targets			
	2016/17	2017/18	2018/19	2018/19	2019/20	2020/21	2021/22
% of initial child protection case conferences within timescales	72%	76%	**45%**	**80%**	85%	90%	92%

Out of a total of 62 Initial Case Conferences, 28 were completed within timescales. Performance in this area is being closely monitored. The reduction in compliance with timescales has been caused by significant staffing issues creating competing demands across the service and resulting in reports not being completed within agreed timescales. Additional factors have included the availability of parents and professionals to attend an Initial CPCC. Attempts have been made to facilitate extra dates for Case Conferences to meet demand but this has been further exacerbated by a shortage of minute takers. This matter is being actively reviewed within the Child Protection Committee Practice Improvement Group and strenuous efforts are being made to alleviate pressures.

Indicator	Performance			Targets			
% of Unborn Baby Initial Case Conferences held within timescales	53%	27%	**71%**	**85%**	87%	90%	92%

Out of a total of 21 Unborn Baby Case Conferences, 15 were completed on time, a significant improvement over previous years. Work is ongoing with health colleagues to improve referral notification process. New posts are now in place to address this area of work and there is closer collaboration with health colleagues to identify women at the earliest point. The importance of scheduling UBB CPCC within 21 days will continue to be reinforced.

Indicator	Performance			Targets			
% of child protection review case conferences within agreed timescales	94%	91%	**89%**	**95%**	95%	95%	95%

Out of a total of 142 review case conferences, 124 were completed on time. Review CPCCs are closely monitored and reasons for postponement are recorded. Some of the reasons for 18 RCPCCs being postposed have been about parental availability, not being quorate and staff sickness.

Indicator	Performance			Targets			
% of children on child protection register over 12 months	3%	12%	**8%**	**TBC**	TBC	TBC	TBC

8 out of 98 young people have been on the register for greater than 12 months. This indicator is being closely monitored and the concerns relating to those on the register for more than 12 months include the impact on a few sibling groups, complexities of risk and obtaining Compulsory Supervision Orders from the Children's Hearing System to ensure the safeguarding of children post registration.

This indicator previously measured children on the register over 9 months, but has been revised to focus on cases that go beyond expected timescales.

Indicator	Performance			Targets			
Proportion of Young Carers with a completed Young Carers Statement	-	-	**-**	*Baselining*			

New Indicator
The Young Carers Statement (YCS) is an individual assessment of need to determine if support is required and at what level. The YCS should adequately reflect the Young Carers support needs as children first, and ensure that Young Carers have the same access to opportunities which will enhance their ability to achieve their potential in line with their peers.

Creating a safe and sustainable place for future generations

Indicator	Performance			Targets			
	2016/17	2017/18	2018/19	2018/19	2019/20	2020/21	2021/22
Percentage of Criminal Justice Social Work Reports (CJSWR) submitted to court on time	98.9%	99.1%	**98.3%**	**99%**	99%	99%	99%

In total, 771 out of 784 Criminal Justice Social Work reports were submitted to court by 12pm the day before the case was due to heard as per Criminal Justice Social Work National Standards. Therefore, 13 reports were submitted after 12pm. While this represents a strong performance, it is apparent that the overall trend is for a small drop in performance when compared with the previous 2 years. Performance for this indicator will be closely monitored in 2019-20 by the management team and inclusion of this indicator in the BMIP will aid this process.

Indicator	Performance			Targets			
Number of new Community Payback Orders	465	391	**322**	**350**	400	450	400

The number of new Community Payback Orders fell in 2018-19 continuing the trend over the last 3 years. This trend is reflected nationally where a continued drop in the number of Community Payback Orders has been observed. In contrast, there has been an increase in the number of non-court disposals, such as fiscal fines and diversion.

Percentage of Community Payback Order clients with improving:							
Employment / training / education situation	-	50%	**64%**	**55%**	60%	61%	65%
Views on offending	-	76%	**68%**	**75%**	75%	75%	75%
Attitudes concerning desistance / stopping offending	-	94%	**91%**	**90%**	90%	90%	90%
Engagement with services	-	91%	**91%**	**90%**	90%	90%	90%

The data for 2018-19 is based on the responses of a small number of clients owing to issues with data capture. Therefore, the findings are not necessarily representative of the full 2018-19 cohort of CPO clients. This also makes comparison with previous years unreliable. From the data available, the responses to each indicator highlight that at least three-fifths of clients experienced an improvement when compared with their situation at the start of their CPO. Attitudes concerning desistance and engagement with services saw particular improvements with over 90% of clients indicating improvements in these areas.

Indicator	Performance			Targets			
Number of job requests for the unpaid work team	429	329	**380**	**350**	350	350	350

The team markets its achievements and capability through Social Media and local press. Peaks and troughs are often created through involvement in campaigns such as Perth in Bloom, Anti-Graffiti Campaign etc. meaning it is difficult to draw conclusions from any changes in the number of requests received. This year the team hopes to introduce a web-based request form which may have an impact on the numbers of requests in future.

Creating a safe and sustainable place for future generations						
Indicator	**Performance**			**Targets**		
Average weekly hours worked by clients to complete the unpaid work requirement of Community Payback Orders:						
Level 1 (up to 100 hours)	4.7	4.8	**5.0**	**5.0**	5.1	5.2	5.5
Level 2 (101 up to 300 hours)	7.2	6.6	**6.4**	**6.5**	6.6	6.7	7.0

2018-19 saw a small increase in the average weekly hours worked by clients to complete Level 1 Unpaid Work Requirements and a small decrease in the average weekly hours worked by clients to complete Level 2 Unpaid Work Requirements. While performance has therefore remained fairly consistent when compared with the previous year, the small change may be attributable to the change in the type of new Unpaid Work Requirements issued by the Court in 2018-19. This saw a decrease in the number of Level 1 Requirements and an increase in the number of Level 2 Requirements.

Prisoners receiving a social work induction within 5 days of allocation	64%	58%	**60%**	**60%**	61%	62%	65%

Previously, each eligible prisoner was given a social work induction appointment in sufficient time to meet the 5 day deadline. However, prisoners often refused to attend the appointment or the appointment information was not passed on to the prisoner by prison staff. Following consultation, it was decided to send each prisoner a letter inviting them to meet with social work if they wished to do so. While this has proved to be a more efficient way of inviting prisoners to the induction meeting, it has resulted in it being less likely that the induction meeting will take place within the 5 working days deadline.

Statutory case closures signed off with 5 working days of release	78%	89%	**50%**	**81%**	82%	83%	85%

A number of factors impact on the ability to close files off within five working days. The main reasons for the drop from 2017/18 are staffing issues within Criminal Justice services and the Scottish Prison Service. Additional staff have been employed to assist with this process, and the importance has been emphasised at team meetings. Improved processes have been implemented within the Prison Service.

CHANGED/DELETED PERFORMANCE INDICATORS

The following is a list of performance indicators which have changed since last year's BMIP or have been deleted.

Deleted Changed/Indicators					
Indicator (Source)	**Performance**			**Target**	**Reasons for Change/Deletion**
	2016/17	**2017/18**	**2018/19**	**2018/19**	
% of adults aged 16-64 with qualifications above SCQF level 4	**92%** *(2016)*	**94%** *(2017)*	-	**92%**	No longer part of ECS service delivery.
Number of people involved in family learning and parenting programmes	666	523	**911**	450	The target for this indicator has been exceeded consistently over the past 3 years; this will be replaced with an indicator focused on family learning and parenting programmes for families with children aged 8 years and over following improvement actions.
Average number of placement moves experienced by Looked After 5 year olds in a rolling year	1.20	0.91	**0.86**	1	This has been replaced by a more comprehensive national indicator from the LGBF data set.
% of children with fewer than 3 placements in care in a care episode (accommodated children)	84%	88%	**93%**	**95%**	This has been replaced by a more comprehensive national indicator from the LGBF data set.

6. GLOSSARY

APC	Adult Protection Committee
ASD	Autism spectrum disorder
ASN	Additional Support Needs
BMIP	Business Management and Improvement Plan
CAMHS	Child and Adolescent Mental Health Services
CAYAG	Coupar Angus Youth Activities Group
CELCIS	Centre for Excellence for Looked After Children in Scotland
CfE	Curriculum for Excellence
CLD	Community Learning and Development
CLPL	Career-long Professional Learning
CPC	Child Protection Committee
CPP	Community Planning Partnership
CSE	Child Sexual Exploitation
ECS	Education and Children's Services
ELAV	Extended Learning and Achievement Visit
ELC	Early Learning and Childcare
EWC	Emotional Wellbeing Collaborative
GDPR	General Data Protection Regulation
NIF	National Improvement Framework
PEF	Pupil Equity Fund
PKC	Perth & Kinross Council
SCEL	Scottish College for Educational Leadership
SCQF	Scottish Credit and Qualifications Framework
SQA	Scottish Qualification Authority
TRIC	Tayside Regional Improvement Collaborative
UHI	University of the Highlands and Islands