

# **Education and Children's Services**

## **Joint Business Management and Improvement Plan and Annual Performance Report**

**2011-2014**

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# Introduction by John Fyffe, Executive Director

## Welcome to the Education and Children's Services Joint Business Management and Improvement Plan and Annual Performance Report.

Education and Children's Services provide a range of services which make a positive difference to our learners, participants, service users, families and communities. Our Business Management and Improvement Plan and Joint Annual Performance Report (BMIP/APR) is an opportunity to reflect on some of the diverse work delivering national and local outcomes and to set out our plans for improvement over the next three years. Across the Service we have three key priorities:

- **Raising achievement for all:** Overall, last year's Scottish Qualifications Authority (SQA) results were very good in S4 and S6 and consolidated improvement in S5. Our school improvement process is now well established and we are continuing to make good progress with *Curriculum for Excellence*. We have successfully opened six new community campuses.
- **Supporting vulnerable children and families:** We continue to work to ensure that children in need of care and protection are getting the help they need when they need it, embedding GIRFEC<sup>1</sup> in our existing child protection practices and promoting that *it's everyone's job to make sure that children are healthy, safe and protected*. We have also seen the culmination of a number of key developments which will improve the positive impact we have on the lives of vulnerable children and families. This includes the transfer of our Out of Hours Service and the completion of Woodlea Cottage<sup>2</sup> in June on budget and on time.
- **Improving the quality of life for individuals and communities:** The national pilot of [How Good is Our Culture and Sport](#)<sup>3</sup> highlighted the positive impact of projects such as the Perth City Mental Health Project *Inspirations* which uses visual arts to help individuals with mental health issues reintegrate into their communities, *Books Aloud* working with local volunteers using reading and reminiscence work to help older people to stay mentally active and the *Children and Family Swimming Project* to encourage family members to take part together to increase physical activity. The [Inspection of the Learning Community Surrounding Perth Academy](#) was similarly positive and, in April, we opened our new facility @ Scott Street.

In summary our **key strengths** are:

- ✓ strong leadership and a commitment to best value and efficiency;
- ✓ positive inspections and validated evaluations across education, community learning, child protection and sport and culture;
- ✓ improving Scottish Qualification Authority (SQA) awards, bringing our performance in line with, or above, our comparator authorities in the majority of measures;
- ✓ sustained, good progress with implementation of *Curriculum for Excellence*;
- ✓ strong partnership working to support children and vulnerable families and a clear focus on integrated service delivery;
- ✓ the opportunity created by the development of six community campuses and the progress towards realising both the educational and community benefits of the facilities;
- ✓ range and quality of opportunities to enhance achievement in a variety of settings; and
- ✓ good support for communities to build capacity.

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

<sup>2</sup> Woodlea Cottage provides respite provision for young people who have complex, multiple and enduring need.

<sup>3</sup> HGIOCS: Quality improvement framework for sport and cultural services

We are an improving organisation with a clear focus on improving outcomes. Our key performance measures, together with how we have performed over the past year, and our targets for the next three years, are set out in part two. We will also continue to improve performance management, including attainment monitoring and tracking learners' progress, and we recognise the need to continue to improve how we engage local communities consistently and systematically.

Over the next few years, the Service will need to take account of the challenges and opportunities presented by a reduction in resources, changing demographics such as population growth and trends in need, for example, a rising number of childcare concerns. To ensure that we can address both the challenges and opportunities ahead within the context of reducing resources, a number of specific actions are proposed or are currently underway and, looking forward, the report sets out our improvement plan which will be taken forward over the next few years.

Education and Children's Services will continue to strive for excellence in the decisions it makes and in the services it delivers. Together we will continue to put people at the centre of all we do and ensure that our services are responsive and built around the needs of service users and communities.



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



**Maria Walker**  
**Depute Director**  
**Education and Children's Services**

# Part One: Service Overview

## 1. Vision, Priorities, Objectives and Values

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

**Key Service Priorities:** Our key Service priorities support the delivery of our commitments in the [Single Outcome Agreement \(SOA\)](#) and [Corporate Plan](#), helping us to focus on the local outcomes that will achieve meaningful improvements for our stakeholders. They are:

- raising achievement for all;
- supporting vulnerable children and families; and
- improving the quality of life for individuals and communities.

The corporate management of Information Technology (IT) was transferred to Education and Children's Services as of 1 January 2010. Strategic direction for IT is set out in the Information and Communications Technology (ICT) Strategy.

**Key Service Objectives:** To deliver our priorities, the activities of the Service are focused on achieving seven key objectives. They are to:

- keep individuals safe and protected;
- improve health and wellbeing;
- develop the range and quality of learning experiences for all;
- raise standards of performance and achievement;
- develop active and responsible citizens;
- develop caring and confident communities; and to
- provide a stable, secure and fit for purpose Information and Communications Technology (ICT) infrastructure that will support the delivery of Council services.

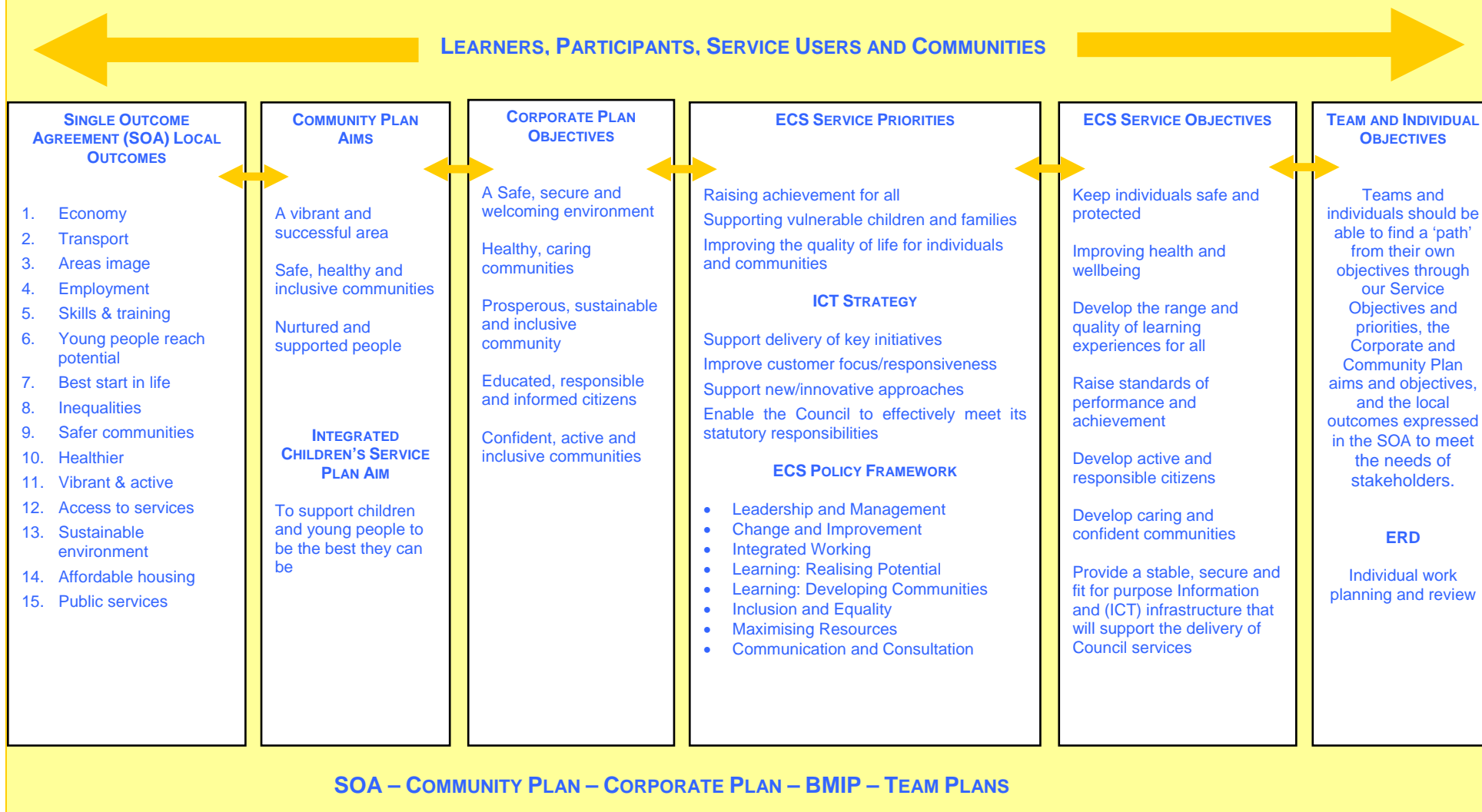
**Our Values:** To deliver our priorities, we operate to a clear set of values:

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

**Golden Thread:** There are clear links between our Service priorities and objectives, the Corporate Plan and the Single Outcome Agreement as well as to team plans and individual employee review and development. These links have been articulated through the Golden Thread and have been widely communicated to managers and staff across the Service.

**We believe that to achieve our vision we must be dynamic, innovative and ambitious. Our ambition is to deliver high quality services that meet the needs of learners, participants, service users and communities.**

**Diagram 1: The Golden Thread...or the way it all hangs together**



## 2. Who are we and what do we do?

### 2.1. Service Overview

Education and Children's Services provide education, social work services and community, cultural and active recreation services to children, young people, adults, families and communities throughout Perth and Kinross. In addition, the Service provides information and communication technology (ICT) services across the Council.



**Bill Atkinson**  
Head of Children  
and Families'  
Services

**Children and Families' Services:** We provide social work services for children and families. We continue to protect vulnerable children and families and maintain our firm belief that it is everyone's job to make sure that children are healthy, safe and protected. Key areas of work include protection of children from abuse and neglect, services for children who are 'looked after' by Perth and Kinross Council, services to children affected by disability or health problems, community support for identified families, Family Centre services and Youth Justice services.



**Peter McAvoy**  
Head of Education -  
Secondary and  
Inclusion



**Sheena Devlin**  
Head of Education -  
Early Years and  
Primary

**Education Services:** We provide and support pre-school, primary and secondary education. Raising achievement is a key priority. We do well, but we want to do better, continuing to provide high quality provision for all children, young people and communities. Key areas of work include pre-school and Early Years education, primary and secondary education services to children with complex and multiple needs both in mainstream and special education, raising achievement, psychological services to support young people and support for parental involvement in schools.



**Heather Stuart**  
Head of Cultural and  
Community Services

**Cultural and Community Services:** We provide a wide range of community, cultural and sport and active recreation services for participants and communities. Key areas of work include managing our museums and libraries, arts development, instrumental tuition in schools, community learning and development, youth work, adult learning, community capacity building, sports development and active schools. We also support community engagement across the Council and work in partnership with Live Active Leisure, Horsecross and Pitlochry Festival Theatre to deliver high quality culture and leisure services across Perth and Kinross.



**Karen Lawrie**  
Head of Information  
Technology

**Information Technology (IT):** IT aim to deliver an inclusive, fit for purpose information and communications technology (ICT) infrastructure and support service to underpin excellence in customer focussed service delivery across the Council. Key areas of work include developing and leading the ICT Strategy for the Council, delivering ICT infrastructure implementation, support and development services, providing a dedicated ICT Service Desk, asset management and procurement support services and developing Council wide approaches to ICT and management information systems resource and project management.



**Alan Taylor**  
Head of Support  
Services

**Support Services:** We provide a comprehensive range of support services to both internal and external stakeholders. Key areas of work include business and operational support, contracts, services and financial management, resource management, employee training and development and support for performance management.

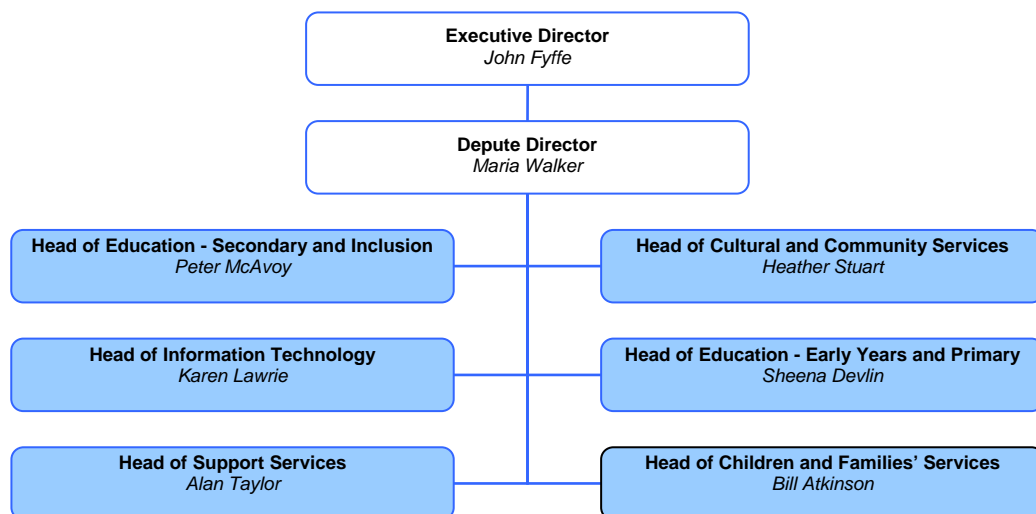
## 2.2. Leadership, Senior Management and Service Structure

Education and Children’s Services delivers a wide and diverse range of services and statutory functions. Very effective leadership and a clear sense of direction is provided by the Executive Director and the Depute Director supported by the Service’s senior management and extended management teams. This is articulated through the [Statement of Intent and Policy Framework](#). Both the Statement of Intent and the Policy Framework have been reviewed and updated this year.

**Leadership:** The Executive Director leads, manages and directs Education and Children's Services within the framework of statutory responsibilities and regulations and, as a member of Perth and Kinross Council’s Executive Officer Team, contributes to the corporate management of the Council. The Depute Director has a key role in the leadership and management of the Service and the Council. Key responsibilities include operational management, the development of integrated working and responsibility for the Investment in Learning Programme. The Head of Children and Families’ Services is Perth and Kinross Council’s Chief Social Work Officer and reports directly to the Chief Executive in that capacity.

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

**Diagram 2: ECS Senior Management Team.**



The extended management team is shown in Appendix 1.

### 2.3. Key Partnerships and Service Providers

In delivering services, we are supported by other organisations and Council services through partnership and contract arrangements.

**Strategic Partnerships:** Key strategic partnerships within the Community Planning framework that are central to delivery of the Service's objectives include:

- ✓ **Perth and Kinross Children and Young People's Strategic Partnership:** The Partnership provides strategic leadership and direction for integrated working in the planning and delivery of children's services across Perth and Kinross. The Partnership agrees the strategic priorities for integrated children's services taking account of the work of the Community Health Partnership Children and Young People's Group, the Child Protection Committee, Youth Justice Partnership, the Integrated Children's Services Strategic Planning Group and the Childhood and Parenting Sub Group.
- ✓ **Lifelong Learning Partnership:** The Partnership is responsible for the monitoring of the delivery of the SOA targets related to Lifelong Learning and provides strategic leadership, direction and support for Community Learning and Development, the Cultural Strategy and for the promotion of the 'learning without walls' concept. The Community Planning Partnership has agreed to undertake a review of the remit and purpose of the Lifelong Learning Partnership.
- ✓ **More Choices, More Chances Partnership:** This partnership focuses on ensuring that all young people on reaching statutory school leaving age enter a positive and sustained destination. It also looks at ways of directing young people in the 16-19 age group who are not in education or training into suitable provision. A review of the reporting arrangements for the More Choices, More Chance Partnership will be undertaken following the outcome of the review of the Lifelong Learning Partnership.
- ✓ **Community Safety Partnership:** The Community Safety Partnership focuses on a diverse range of community safety priorities that will improve the safety and quality of life of the citizens of Perth and Kinross.
- ✓ **Strategic Health Partnership:** This partnership is responsible for the development and delivery of the Joint Health Improvement Plan. Providing support and working in partnership to increase levels of participation in health enhancing physical activity is a key aim of the partnership.
- ✓ **Sport and Active Recreation Forum:** This partnership is responsible for leading the strategic planning and delivery of services for sport and active recreation and physical activity. Its aims are to maintain and widen participation, develop people, places and organisations, provide pathways and improve performance.

**Additional partnerships and service providers:** In addition we work in partnership with, and commission provision through, a wide range of partnerships and service level agreements, contracts, and agreements with other providers, agencies and services. Partners and service providers include NHS Tayside, Tayside Police, Perth College, Parent Councils, Partner Providers, Scottish Government Positive Behaviour Team, SACRO, Central Scotland Partnership, Learning and Teaching Scotland, HMle, Community Voluntary Service (CVS), Live Active Leisure (LAL), Sportscotland, Perth and Kinross Sports Council, Sport Tayside and Fife, Horsecross and Pitlochry Festival Theatre, Axiom and Mitie, Scottish Futures Trust, Scottish Institute for Residential Childcare (SIRCC), Care Commission, Tayside Contracts, University Partnership, Tayside Procurement Consortium, WebGIS and SEEMIS.

## 3. Summary of Resources

### 3.1 Budgets and Finance

The Finance Support Team operates a budget building process that conforms to Council guidelines, deals effectively with grants from external bodies and provides guidance to all budget holders. Rigorous budget monitoring processes are in place.

Table 1: Revenue Budget 2011/12

Revenue Budget 2011/12	Education £k	Children & Family £k	Cultural & Community £k	IT £k	Support £k
Staff	80,493	7,691	7,966	3,323	5,618
Supplies and Services	3,327	307	1,055	2,115	3,222
Other Costs	32,389	6,002	7,143	55	2,552
<b>Sub Total</b>	<b>116,209</b>	<b>14,000</b>	<b>16,164</b>	<b>5,493</b>	<b>11,392</b>
Income	1,796	67	1,334	175	2,234
<b>Total</b>	<b>114,413</b>	<b>13,933</b>	<b>14,829</b>	<b>5,318</b>	<b>9,158</b>

\*as at April 2011

Table 2a: Capital Budget

Capital Budget 2011/12	Education £k	Children & Family £k	Cultural & Community £k	IT £k	Support £k
2011/12	1,483	0	1,045	2,282	0
2012/13	12,733	0	0	1,137	0
2013/14	5,314	191	1,331	1,272	0

\*as at SP&R Committee Report 3

Table 2b: Capital Programme and Property Projects (£k)

2011/12	2012/13	2013/14	2014/15
4,810	13,870	8,108	5,453

### 3.2 Human Resources

Over 2,500 staff are employed in Education and Children's Services (see table 3a overleaf) providing a wide range of complex services and support. The majority of staff work directly in, or with, schools, children, adults, families and their communities:

- **Teachers** within schools and central support services working directly with children and supporting quality management and staff development.
- **Local government officers (single status staff)** deliver a range of services for children, adults, families and communities. This staff cohort includes librarians, museum officers, early years practitioners, community learning and development workers, youth workers, cultural support workers, child care officers, learning resource staff, clerical, administrative, technical and janitorial staff. In addition, IT officers provide information and communication technology (ICT) support across the Council.
- **Chief officers** providing strategic leadership within six service delivery areas together with the Executive and Depute Director.

**Employee Survey:** The Council's Employee Engagement Survey was carried out in September 2010, giving employees the opportunity to give their feedback on a variety of

questions in relation to their team. Service level results are summarised in Appendix 2 and compared with the results of the 2008 pilot survey and the 2009 full Council survey. The [ECS Service results](#) were released on *eric* and all line managers were given the results for their team(s). Managers were asked to discuss the results with their team(s) to identify and take forward improvement actions where necessary.

**Table 3a<sup>4</sup>: Number of Employees (FTE)**

Human Resources	All	Children & Families		Cultural & Community Services		Education Services		Support Services (including Directorate)		Information Technology	
	Total	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Chief Officer	8	00	1.00	1.00	0.00	1.00	1.00	1.00	2.00	1.00	0.00
Service Managers	18	2.00	1.00	0.00	2.00	6.00	0.00	3.00	1.00	1.00	2.00
Team Leaders	77.29	27.60	13.69	4.00	4.00	6.00	5.00	3.00	3.00	5.00	6.00
Professional Officers	167.17	45.67	6.68	45.47	20.50	2.30	0.00	5.75	3.00	6.00	31.80
Teachers	1414.25	1.50	0.50	13.44	11.54	1,052.82	333.45	1.00	0.00	0.00	0.00
Technical, administration and support staff	418.7	48.46	7.97	72.85	19.45	174.00	18.27	30.02	12.87	12.24	22.57
General	538.35	1.33	0.00	51.51	9.55	329.73	6.20	75.16	61.67	0.00	3.20
<b>Total</b>	<b>2641.76</b>	<b>126.56</b>	<b>30.84</b>	<b>188.27</b>	<b>67.04</b>	<b>1571.85</b>	<b>363.92</b>	<b>118.93</b>	<b>83.54</b>	<b>25.24</b>	<b>65.57</b>

**Table 3b: Employee Age Profile (FTE)**

Age	Total		Children & Families		Cultural & Community Services		Education Services		Support Services (including Directorate)		IT	
	No.	%	No	%	No.	%	No.	%	No.	%	No.	%
17-19	7.55	0		0	2.04	1	0.14	0	2.97	1	2.40	3
20-29	265.28	10	6.00	4	20.40	8	207.66	11	19.42	10	11.80	13
30-39	536.02	20	26.08	17	64.07	25	393.72	20	27.74	14	24.41	27
40-49	786.43	30	52.37	33	81.03	32	572.85	30	46.55	23	33.63	37
50-59	905.49	34	67.67	43	71.59	28	681.32	35	67.34	33	17.57	19
60+	140.99	5	5.28	3	16.18	6	80.08	4	38.45	19	1.00	1
<b>Total</b>	<b>2,641.76</b>	<b>100</b>	<b>157.40</b>	<b>100</b>	<b>255.31</b>	<b>100</b>	<b>1,935.77</b>	<b>100</b>	<b>202.47</b>	<b>100</b>	<b>90.81</b>	<b>100</b>

**Table 3c: Employee Ethnicity Profile (FTE)**

Ethnic Origin	No. of employees	% of total employees
White - Scottish	118.43	4.48
White - UK	1,956.59	74.06
White - Other	62.09	2.35
Asian	5.24	0.20
Not disclosed/not known	469.45	17.77
Other	29.96	1.13
<b>Total</b>	<b>2641.76</b>	<b>100.00</b>

**Table 3d: Employee Disability Profile (FTE)**

Disability	No. of employees	% of total employees
Employees with a disability	8.65	0.33

Further information on physical and information resources is available on *eric*.

<sup>4</sup> Table 3a-3d as at 31 December 2010, source: IHRP

## 4 Contextual analysis

### 4.1 Overview

To deal effectively with an increasing rate of change in the public sector, we need to understand the underlying causes. The work of Education and Children's Services is influenced by wider changes in politics, society, economics or technology. A review of these strategic factors has been undertaken as part of the Business Management and Improvement Planning process. Below is a summary, but not exhaustive list, of these.

P	E
Political	Economic
<ul style="list-style-type: none"> <li>✓ Concordat/ Single Outcome Agreement</li> <li>✓ Elections</li> <li>✓ Statutory duties and legislative requirements</li> <li>✓ Getting It Right For Every Child</li> <li>✓ Curriculum for Excellence</li> <li>✓ Early Years Framework</li> <li>✓ Reduction of class sizes</li> <li>✓ Scrutiny, challenge and public accountability</li> <li>✓ Customer First</li> </ul>	<ul style="list-style-type: none"> <li>✓ Economic downturn and spending reviews</li> <li>✓ Increasing inequalities due to economic downturn</li> <li>✓ Transformational change agenda</li> <li>✓ Workforce Planning</li> <li>✓ Shared services</li> <li>✓ Efficient government</li> <li>✓ Employability Strategy</li> <li>✓ More Choices, More Chances</li> <li>✓ Vocational skills development</li> </ul>
S	T
Social	Technical
<ul style="list-style-type: none"> <li>✓ Contribution of community campuses</li> <li>✓ Changing demographics</li> <li>✓ Rise in substance misuse and domestic abuse</li> <li>✓ Increase in children with complex needs</li> <li>✓ Inclusion and equalities - equality of access to services</li> <li>✓ Child Protection</li> <li>✓ Greater community engagement in decision making</li> <li>✓ Parental Involvement</li> <li>✓ Increased customer expectations</li> <li>✓ Migrant workers and ESOL provision</li> <li>✓ Focus on improved outcomes for individuals and communities</li> <li>✓ Focus on outcomes and impact</li> <li>✓ Our People Strategy</li> <li>✓ Health and wellbeing agenda</li> </ul>	<ul style="list-style-type: none"> <li>✓ Virtual Learning Environment</li> <li>✓ ICT support for learning</li> <li>✓ Integration of Management and Information Systems</li> <li>✓ ICT Infrastructure</li> <li>✓ On Line Services</li> <li>✓ Asset Management and School Estate</li> <li>✓ E Government</li> <li>✓ E Procurement</li> <li>✓ Smart Cards</li> <li>✓ Website/Eric</li> <li>✓ Information security</li> <li>✓ Mobile/home working</li> <li>✓ Information management</li> <li>✓ Information sharing</li> </ul>

### 4.2 Managing Risk

As part of the Business Management and Improvement Planning process, the Service and each division within Education and Children's Services has identified the key risks that could impact on the effectiveness of its activities. Key risk mitigation controls and actions have been developed and will continue to be monitored on a monthly basis by divisional management teams and by the Senior Management Team. The Service will regularly review current controls to reduce the likelihood of the risk occurring and ensure they are adequate to

reduce the impact of the consequences should the risk materialise. Some of the areas Education and Children's Services manage in this way include:

- Supporting and protecting vulnerable children and families
- Delivering Curriculum for Excellence
- Maintaining class size targets
- The continued development of the community campuses
- Health and safety within our facilities
- Interruption to service delivery
- Maintaining and developing ICT infrastructure
- Managing assets effectively
- Monitoring outcome effectively
- Managing change within the content of reducing resources
- Maintaining effective partnership arrangements
- Strategically plan for the future
- Securing external funding for projects
- Managing contracts and service level agreements

## 5. Performance summary 2010/11

### 5.1. Introduction

Our key priorities provide clear strategic direction for the work of the Service. To deliver our priorities, the activities of the Service are focused on achieving seven key objectives. Produced annually, the Service's [Standards and Quality Report](#) provides an overview of the performance based on self evaluation across the Service and provides a summary of the key outcomes we have achieved and the impact the Service is having on our learners, participants, service users and communities. Examples of progress towards achieving our Service objectives are highlighted below.

### 5.2. Key Objective: To keep individuals safe and protected

Building upon our effective child protection partnership, we are continuing to embed the *GIRFEC*<sup>5</sup> *Model* into our current child protection practices which will result in early intervention, better co-ordinated support, improved information sharing, more integrated assessment and the continued involvement of parents and children in plans for their future. *GIRFEC* is included as a core component in our child protection training and *GIRFEC* newsletters are being published to keep employees up to date. In addition we have moved forward with the following practice developments:

- ✓ testing the role of the *GIRFEC Lead Professional* as part of *Equally Well* test site in Blairgowrie, with the *Change is a Must* Initiative and with *NHS Tayside's Unborn Baby Protocol*;
- ✓ publishing our *Multi-Agency Chronology, Significant Event and Lead Professional Guidance*, supported by multi-agency training;
- ✓ piloting our *Multi-Agency Chronology and Significant Events Guidance* via our Child Protection Case Conference arrangements, the *Equally Well* test site in Blairgowrie, with the *Change is a Must* Initiative and with *NHS Tayside's Unborn Baby Protocol*;
- ✓ developing a Perth and Kinross *Tiered Assessment Framework* and a *Child's Plan* with training taking place in November 2010; and

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<sup>5</sup> GIRFEC: Getting it Right for Every Child

- ✓ completing a comparative analysis mapping exercise of our risk assessment tools with Dundee and Angus.

Early support continues to be provided through the *Policy with Health for Unborn Babies* and, as a result, identified mothers and babies receive additional early support from health visitors and social workers and risk is reduced. Further to an increase in pre-birth assessment requests (63 in 2009/10 compared to 48 in 2008/09), the number of cases proceeding to a child protection case conference and onto registration has more than doubled. Further improvements include regular inter-agency meetings to discuss pre-birth assessment requests in advance of the assessment meeting. As a result, there is increased awareness and understanding of the policy, in particular by health colleagues who are more confident and competent in identifying, challenging and supporting these vulnerable clients.

Our *Initial Screening and Inter-Agency Referral Discussion (IRD) Protocol* is having a positive impact, supporting children to get the help they need when they need it. A review of the impact of the Protocol found that initial screening and inter-agency referral discussions were taking place appropriately and all the thresholds, disposals and outcomes were correctly interpreted and complied with. There was good information sharing between and across all services and agencies and good joint working between police, social work and health. The review found evidence of early identification and intervention, that timescales were being complied with and that other processes such as unborn baby assessments, professional network meetings and case conferences were being properly considered.

Our annual multi-agency case file audit focussed on children and young people affected by parental mental health and/or learning difficulties. The review found evidence of a wide range of support and concluded that there was good evidence that children were getting the help they need when they needed it.

Intensive family support, residential and respite care, educational provision for primary pupils requiring additional support and dedicated child protection facilities are provided to vulnerable children and their families at the purpose built *Almondbank House* while our work around child internet safety has been recognised by the Child Exploitation and Online Protection Centre (CEOP) as sector leading and a model of good practice. We continue to inform members of the public how to raise a concern about a child, enabling services to respond quickly and protect our vulnerable children.

The Out of Hours Service was transferred to Perth and Kinross Council on 1 April 2010. The service provides a single point of social work contact out of hours and aims to be more responsive and consistent. Early monitoring and evaluation has been encouraging.

The Child Protection Committee (CPC) have made very good progress with the HMLe Child Protection Improvement Plan. The recent Social Work Inspection Agency (SWIA) Initial Service Level Assessment (ISLA) findings indicate positive outcomes for children and young people. This included good assessment, care planning and review practice. There was also a strong commitment to providing community based placements for looked after children, which was complimented by a sound Corporate Parenting Strategy. Over the past year, we have also received positive inspections of our fostering and adoption services, Gowans Terrace Child and Family Centre and the Cottages at Almondbank House providing residential child care. *“A particular strength of the service was the holistic approach to the care of children and young people. Education, health and social work services were very well integrated, ensuring that children's all-round development and wellbeing were promoted.”* Care Commission Inspection of the Fostering Service, August 2010

### 5.3. Key Objective: To improve health and wellbeing

The Service's specialist *Child Health Team* was identified as best practice in the recent Local

Area Network Shared Risk Assessment Assurance and Improvement Plan 2010-2013. The team provides a range of support services to children with disabilities and their families and is responsible for assessing and allocating respite care and other support services with a continued focus on developing more personalised services.

*Woodlea Cottage* was opened in June 2010 to provide respite provision for young people who have complex, multiple and enduring need. By bringing together the delivery of education and care under a single staff team we can offer a more integrated and consistent response to children and their families. After the first nine months as an integrated resource, [Woodlea Cottage](#) has received a very positive inspection by the Care Commission, with all aspects of the care being assessed as **very good**.

We are taking a lead role in establishing more comprehensive support and early intervention for children affected by substance misuse through work with schools, the voluntary sector and other agencies. Funded by the Alcohol and Drugs Partnership, *Change is a Must* is developing interagency support for children in their early years affected by parental substance misuse and at risk of family breakdown.

All of our schools have adopted a whole school approach to becoming a health promoting school. *Improving Health-Improving Learning* is a supportive framework for schools within which they aim to develop an ethos and environment which supports learning and teaching and improves health and wellbeing through effective leadership and partnerships. Linked to this is our work around *Improving Relationships, Improving Behaviour*. Approaches range from the promotion of whole school approaches, which focus on developing the overall capacity of the school to provide a positive and nurturing environment, to specific provision that is targeted on the needs of those children who are the most vulnerable. Approaches include:

- ✓ Restorative approaches 'training for trainers' has been delivered to 10 secondary school clusters with the final cluster training due in May 2011.
- ✓ The Bounce Back resiliency programme (*see case study*).
- ✓ Nurture groups support the needs of children who require special support to build and maintain positive relationships and attachments. The outcomes for children attending *nurture groups* have been very positive and include better behaviour, better relationships with adults and peers and an increased ability to make the most of educational opportunities. Nurture classes have been expanded from four to eight primary schools. Secondary schools are developing nurturing approaches to support those children who struggle to manage their relationships with staff and their peers.

Our activities in the community continue to make a significant contribution to improving the confidence, health and wellbeing, and lifelong learning of individuals and communities. Participants in the *Take a Break* project report that attending has reduced the feelings of isolation often associated with young parents while the participants in the *Taste of Confidence* and *Getting Ready for Change* courses have said that they feel more confident. Participants in the *Perth City Visual Arts Project*, which aimed to help individuals with mental health issues, also reported increases in self-esteem, confidence and wellbeing.

Good links have been made between schools and sports clubs in communities to ensure seamless pathways for participation are in place. Health information points have been established in our community libraries and the number of views on the *Find Health* section of the website has increased. The *Books in Mind* partnership with NHS Tayside delivers books on prescription for children and young people who have mild to minor mental health issues and the library also hosts *Beating the Blues*, a GP referral online cognitive behavioural therapy course.

## Case Study: Resilience and wellbeing through Bounce Back

Over the past two years primary schools in Perth and Kinross have introduced Bounce Back. Bounce Back aims to support schools and teachers to promote positive mental health and wellbeing in their pupils, in particular to enable them to act resiliently when faced with challenges and adversity. Bounce Back has been predominantly implemented in primary schools but can be extended into the early years of secondary.

**Outcomes:** The programme has been recently evaluated by the Educational Psychology Service. The evaluation found that the programme has had a positive impact on the health and wellbeing young people, including increases in pupils' personal resilience as well as improvements in peer relationships, school ethos and teaching and learning. In particular there was a marked increase in pupils' awareness of control over their feelings.

Pupils enjoy many of the Bounce Back activities and particularly the variety of activities and opportunities for active and cooperative learning. In a recent evaluation, pupils commented on the contribution of Bounce Back to their schools being kinder and happier places.

Headteachers have been positive about the impact of Bounce Back on the whole school community *"I would go much further and say it has changed the whole culture of the school...well done for taking this forward."*

### 5.4. Key Objective: To develop the range/quality of learning experiences for all

## Case Study: Integrated Early Years

Our Early Years Strategy sets out a vision for services to support our youngest children and their families for the foreseeable future. Central to the vision is the development of 'nursery hubs' in rural areas providing an integrated approach with a range of services to support children and their families following the GIRFEC<sup>6</sup> model. In 2009, five nursery classes were developed into 'nursery hubs', each providing eight full-time places for vulnerable children.

**Outcomes:** All nurseries reported positive impacts for the children particularly in social skills, relationship building, increased levels of self-confidence and very good progress in talking and listening. Most nurseries reported good working practices and engagement with other agencies.

Engagement with parents has been developing with varying success. One nursery hub has developed some innovative approaches including *Book and Cook*, where parents and children bake together in nursery. The school also facilitates mother and toddler sessions to support our youngest children and develop relationships with families long before their children enter nursery. The Health Visitor is also very involved with the school and runs drop-in sessions for parents, ensuring easy access to support when they bring their children to nursery or toddler group.

A formal evaluation of the first year was carried out in June 2010. This indicated that children accessing full time places were demonstrating improved social skills. They were developing positive relationships and were establishing friendships. Healthy foods and positive role modelling at lunchtime had led to improved eating habits. Parents were benefitting in a variety of ways however attempts to engage them in positive parenting classes had not always been necessary or successful. Further work to ensure a range of integrated services to support the Hubs is ongoing.

[LTS website](#)

The planned learning experiences in almost all of our schools are consistently good or very good. Extended Learning and Achievement Visits and HMIE Inspection reports frequently comment on the breadth and quality of learning experiences which provide young people with the opportunity to develop the skills and attributes of the four capacities of Curriculum for Excellence. Young people are now more directly involved in planning themes and identifying

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<sup>6</sup> Getting it Right for Every Child

specific areas for exploration and investigation resulting in increased levels of participation and motivation.

We continue to ensure high standards in meeting legislative responsibilities for young people with Additional Support Needs. This was positively recognised by the HMIE in the validated self evaluation published in February 2010. Within Perth and Kinross, almost all learners with Additional Support Needs are educated in mainstream settings and, in line with legislative requirements, improved auditing processes have been developed to ensure that the needs of all children with Additional Support Needs are identified and assessed.

Children with complex disabilities are supported at [Fairview School](#). Following last year's positive inspection of the school, a recent Care Commission inspection found that children were learning and developing at their own pace and were encouraged to be independent to make choices. Children showed they were happy, content and confident.

Almondbank educational provision, *Allstars*, opened in August 2009. In the first year, 15 children attended who had complex social, emotional and behavioural difficulties and who were unable to engage fully in mainstream education. Through the production of the Additional Support Needs Manual *Towards Excellent Support for Children and Young People* clear guidance is provided to ensure that all practitioners effectively meet the additional support needs of all children and young people in Perth and Kinross. The Manual is sector leading bringing interest from Scottish Government and Learning Teaching Scotland.

## Case Study: Making the Link between Home and School

Community Link Workers (CLW) have a key role to play in linking home and school.

CLW deliver a wide range of **group opportunities for young people**, particularly those with Additional Support Needs (ASN). All groups enable children and young people to fulfil the four capacities of *Curriculum for Excellence*.

A good range of support is provided to parents to improve their **personal and parenting skills** and to ensure that parents feel confident to attend groups providing literacies, personal development, adult learning and parenting. They also provide a range of support to parents and young people at times of transition.

CLW have a key role in **improving attendance at school**. *'Community Learning and Development providers have developed effective interventions to target young people who are disengaged or are in danger of disengaging from school, particularly through the Community Link Workers'* (HMIE Inspection of the Learning Community Surrounding Perth Academy, 2010).

Over the past year (January – December) CLW have supported 1,668 children and young people to attend school and increase their **wider achievement**, delivering group opportunities including John Muir Awards, Duke of Edinburgh, Dynamic Youth, Life Skills, Volunteering and Peer Support and many other groups.

Programmes and events to **achieve the health and wellbeing outcomes of a Curriculum for Excellence** include *Health Weeks, Seasons for Growth, Friends for Life, Breakfast Session* and *Outdoor Education* encouraging mental health and wellbeing, as well as nutrition and physical activity. CLW also support children in families affected by parental substance misuse and Child Protection issues.

*'In all schools visited, the excellent support provided by Community Link Workers was mentioned. Parents who were interviewed during the review had the highest admiration for the work undertaken by the schools and Community Link Workers particularly with children who had significant behaviour needs.'* (Additional Support Needs Review, 2009).

Despite the economic downturn, last year, a steady level of our school leavers continued to enter positive destinations. Work is ongoing with young people who have not entered a positive destination after leaving school to improve their opportunities. The *LINC<sup>7</sup> project* provides first step activity for those young people leaving school who are not yet ready to go into training or work. The first *LINC* courses were held for leavers in 2008/09. Out of the 44 young people attending, 39 moved onto a positive destination. 41 young people attended the course in 2009/10 (Christmas 2009 and August 2010), 36 moving on to positive destination. 20 young people are currently on the course.

Overall, high levels of attendance at school have been maintained although we recognise the need to continue to work with individual pupils with lower levels of attendance, and to work to reduce the number of pupils on part-time timetables. Following a reduction in the number of pupils on a part-time timetable in 2009, the number of pupils has increased (114 pupils). The planning of services for children and young people will be developed to take account of this need.

### 5.5. Key Objective: To raise standards of performance and achievement

HMIe inspections continue to be positive in primary, secondary and pre-school. Feedback during HMIe inspections which took place over the last year indicated that over 75% of parents surveyed in *most* schools feel that their child enjoys learning, feels safe and has become more confident whilst being in school. The revised School Improvement Framework and its intrinsic focus on supporting schools to develop robust approaches to self evaluation has had a positive impact on levels of attainment and achievement, the quality of the learning experiences, approaches to meeting needs, curriculum development and improvements in leadership in almost all of our schools.

Last year's Scottish Qualifications Authority (SQA) results were very good in S4 and S6 and consolidated improvement in S5. Overall, levels of attainment in reading, writing and mathematics have improved over the past five years in primary although there has been variation between individual years including some dips in performance this year. Attainment of S2 learners in maths has improved and is the strongest for five years whilst, after a period of improvement, performance in reading and writing has dipped slightly. In line with the national picture, girls continue to outperform boys. Positively, the performance of boys has improved in Scottish Qualification Authority (SQA) awards and, for the majority of measures, is in line with, or above, the average performance of boys in our comparator authorities. Schools continue to be successful in supporting the learning of young people for whom English is a second language.

We have made good progress with the implementation of *Curriculum for Excellence*. All schools continued to develop approaches to curriculum design within the context of the Perth and Kinross Strategy for implementation: *Creating a Curriculum for Excellence*. All schools have reviewed and are implementing approaches to developing curricular areas, taking account of the *Curriculum for Excellence* experiences and outcomes with a clear focus on improving the quality of the learning experiences for all children and young people.

Through experiential entrepreneurial activities, learners benefit from classroom or school practices that allow them to develop a can do, will do attitude and have been provided with links and insights into the world of work. Opportunities have been sought to enhance the learning experience through partnership working with businesses, the community and parents. This has resulted in young people having a greater awareness of the world of work and future career opportunities. *Partnership between school staff, partner agencies, such as youth workers, and local businesses are very effective. Partners feel valued and included in many aspects of the work of the school. Partnerships with local businesses are very*

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<sup>7</sup> Linking into New Careers

*productive and help young people to develop enterprising attitudes and experience the world of work.*" HMle Inspection Report, Perth Academy, 27 April 2010.

All schools have been working to embed the principles and practice identified in the Perth and Kinross Standard for Learning. A key strand of this development has been the training of almost 70% of the teaching staff in Cooperative Learning Approaches. Cooperative Learning is a strategy where groups engage in a variety of activities to develop deeper understanding of the knowledge and skills required to make progress in their learning. Evidence from HMle inspections and Extended Learning and Achievement visits demonstrates that these approaches are beginning to have a positive impact on both the teaching approaches and the quality of the learning experiences for many children and young people. *"Almost all children listen well to each other and to the teacher. Children are increasing their skills at working cooperatively in groups and most are confident in giving feedback and talking to the whole class."* HMle Inspection Report, Stanley Primary School and Nursery Class, 9 March 2010. The Sports Comprehensive initiative between Perth Grammar School and St John's Academy uses sport as the guiding principle in the delivery of the formal and informal curriculum.

Young people's achievements in their community are celebrated annually through the *Spirit of Youth Awards*, run by young people for young people. The Duke of Edinburgh's Award in Perth and Kinross remains as one of the top three providers in Scotland. Awards gained were slightly down from 244 in 2008/2009 to 213. However, as overall participation has increased, it is anticipated that completion will also increase. Young achievers were also celebrated at the 15<sup>th</sup> annual *Achievers Award Ceremony* in November 2010.

## 5.6. Key objective: To develop active and responsible citizens

Young people are given the opportunity to demonstrate their knowledge and understanding through a wide range of active learning opportunities within their schools and communities. Almost all of our 86 schools have received an *Eco School Award*<sup>8</sup> demonstrating respect and care of their environment and we have built effective international partnerships. Since Perth High School became the first local authority school in Scotland to host a *Confucius Classroom* pupils across Perth and Kinross have participated in a range of cultural activities. Young people participated in an intensive language school in Beijing and pupils have achieved successes from Access 3 to Higher in Mandarin qualifications.

There is a very good range of provision for young people across Perth and Kinross that allows them to develop personally and socially and play an active role in their community. For example, through *Dance Leaders* young women from North Perth are now delivering dance activities as peer educators in schools and the *Friday Night Drop In* at Letham provides diversionary activity for young people, with Police reporting a reduction in nuisance calls. Through the *TALC Project* young people from urban and rural areas were brought together to explore a range of issues. Through a training programme, production of a DVD and team working they have gained a range of skills and nineteen of them are working through and progressing towards accredited awards.

Some members of the Youth Council have been trained as peer educators and have led the delivery of six *Know Youth Rights* workshops for young people across Perth and Kinross. So far these have reached 80 young people and informed them of their rights and responsibilities as young people and citizens within their communities. Two of our Youth Council members have become 2014 Commonwealth Games Youth Legacy Ambassadors. The aim of this initiative is to raise awareness of every aspect of the Games Legacy to other young people in Perth and Kinross and make sure young people can directly influence legacy building.

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<sup>8</sup> As at October 2010

## Case Study: @Scott Street

@Scott Street opened as a new resource for young people in April 2010. The base aims to co-ordinate engagement to provide a seamless transition for young people from direct support to independent living. The base offers a single access point to services across a range of issues from employment, health and relationships to writing CVs, accessing benefits or undertaking Duke of Edinburgh Awards.

The facility offers a modern, youth friendly experience and includes free internet access and access to GLOW<sup>9</sup>. The lay out, graphic design, name and functions of the facility have been led by young people and future service provision will develop with their involvement.

@Scott Street is home to the Youth Council which is leading our peer education work on children and young people's rights and our involvement in [\*\*\*A Right Blether\*\*\*](#).

**Outcomes:** Since opening, a much larger number of young people are visiting the facility compared to previous venues. Young people who experience homelessness or have alcohol/drugs issues are now regularly attending. Through the *Development Crew* young volunteers develop personal development plans based around peer support in the base. A *breakfast club* for young people with drug/alcohol issues and a *youth work group* for young mothers has been established. Guidance teachers and NHS workers have also used the facility to engage with young people in a relaxed environment.

## 5.7. Key objective: To develop caring and confident communities

We have delivered six community campuses - Strathearn, Loch Leven, Blairgowrie, Glenearn, North Inch and most recently Breadalbane in December 2010 at Aberfeldy. The aspiration for the campus in each area was to create a new focus for educational, civic and cultural life.

Opportunities presented by the new campuses to extend support to adults, including older people are being developed. A range of adult learning opportunities are being offered at the new Strathearn and Loch Leven Campuses with some targeted particularly at older people. This has included "Old Times New Places" at Loch Leven and an open day for older people in collaboration with Tayside Healthy Communities collaborative at Strathearn. Adult Literacy and ESOL provision continues to be delivered from both campuses alongside ICT beginners classes. The BBC First Click campaign targets over 55s and, since January 2011, sessions have been held using BBC materials linking adult learning opportunities with libraries resources at AK Bell Library, North Inch and Loch Leven Campuses. Adult Learning at Strathearn Campus offered texting sessions for older people to make the most of their mobiles.

All four established campuses carried out an online survey with the community, staff and with pupils and Campus Partnerships, involving representatives from local groups to influence the development of the service, have been established. Campus websites have been established for all the campuses on the Council's website ([www.pkc.gov.uk](http://www.pkc.gov.uk)) as a means of publicising the outstanding facilities, showcasing what is on offer and promoting usage to a range of stakeholders and users.

We have gained a range of Awards at local and national level which have given recognition to the impact of our work with adults, families and communities including a Gold Securing the Future Award for the Stoats and Weasles publication, a COSLA Gold Award for Excellence in Advancing Community and Citizenship Wellbeing for the impact of Family Learning and

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<sup>9</sup> Glow is the Scottish Schools Digital Network

Family Support in North Perth, a Scottish Learning Partnership Adult Learning Good Practice Award and a SALP<sup>10</sup> Adult Learning Group Award.

There is access to good support for community groups and community organisations to build capacity to shape and deliver services and express their views. For example, Community Learning and Development Partnerships provide a good forum for local community planning activity while funding surgeries and workshops have been run for community groups in Aberfeldy and Pitlochry, Kinross and Perth to assist groups to access a range of funding. In addition, we provide a range of training and development opportunities to volunteer parents involved in playgroups and parent and toddler groups.

The Heritage Service has provided curatorial advice to three local museums who, as a result, have achieved Museums Libraries and Archives Council Accredited status, while strong relationships have been built through *Community Sports Partnership Forums* with local sports clubs to build the role of sport within local communities.

There are very good opportunities to celebrate the cultural distinctiveness of communities promoting social cohesion and enhancing vibrancy and sustainability. Perth Museum and Art Gallery hosted the spectacular launch of *Perth 800* and the highly successfully *Skin and Bone* exhibition celebrating Perth's history, while young people in Rattray have been involved in the *MOICHT* texting project, focusing on the language and ideas used by young people in Blairgowrie in text talk.

#### **5.8. Key Objective: To provide a stable, secure and fit for purpose Information and ICT infrastructure that will support the delivery of Council services.**

Over the last year IT has improved user accessibility to its services through the introduction of a single point of Help Desk contact, extension of its operational hours and expansion of its out posted technician service. The Service works with service users throughout the year to deliver improvements through a wide range of ICT related projects and initiatives. Service users have the opportunity to rate services via customer surveys, help desk call backs and account meetings. Outcomes from these exercises positively influence service development.

The development of user based filtering for People's Network computers in Community Campus libraries has significantly improved the availability of this service. In the past, to ensure safe surfing, access to People's Network (PN) computers has been restricted. Stricter filtering for younger users was machine specific, requiring the designation of some computers for children and school pupils only and some for adult users only. The development of ICT for Library Services in Community Campuses offered a challenging opportunity to improve availability of PN services. By implementing user based filtering for an increased pool of computers, it has ensured that, regardless of their age, library members are now able to log onto to any PN computer. Appropriate age specific content filtering is applied ensuring children and pupils can access the Internet safely. Although complex, this solution allows resources to be used more flexibly which means the PN is more widely accessible.

Partnership Agreements between IT and Services set out expected levels of service provision and the responsibilities of both parties in delivering it. In 2010, a review was undertaken of the effectiveness of the existing Partnership Agreements, with a view to enhancing and developing them further. To raise awareness and promote the new agreements, a broad range of communications were used, including the production of executive summaries, publication of all documentation on *eric*, IT and Corporate News items and an article in each of the Services' employee publications. A link to the ICT Partnership

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<sup>10</sup> Scotland's Adult Learning Partnership

Agreement documentation has also been included in the Corporate Information section of the Induction Checklist.

Schools use a number of virtual environments (VLEs) to promote learning and teaching. Since the start of 2010/11 the most widely used has been GLOW<sup>11</sup>. The most widely used features include class glow groups, where teachers and their classes can share information on learning, including homework and further study, and staff glow groups which are used to share best practice. Other areas of GLOW that are being developed include a pilot parental access programme run with St Stephen's Primary School giving parents of some classes access to GLOW including the work of their children's classes. Wikis and blogs are being developed in some schools to facilitate the use of e-portfolios to store and evaluate children's work as part of Curriculum for Excellence. In addition to GLOW schools also use a number of other VLEs such as Scholar, a national programme that offers online support for certain SQA courses and Education City that provides structured learning materials for Language, Maths and Science.

## 5.9. Equalities and Inclusion

Work continues to improve the accessibility of services to all. For example, *Perth and Kinross Healthy Community Collaborative* tackles many of the issues facing older people in our communities. Older volunteers are recruited to support other older people in their community mainly through the provision of exercise.

The Reader in Residence to Perth Prison engages with prisoners, introducing and supporting reading for pleasure, learning, self esteem and personal development. Following consultation with user groups we have increased the provision of assistive and adaptive technology in the new Community Campus Libraries and in the central AK Bell Library, while the *Let's Dance* is open to everyone, particularly those who may have a physical or learning disability, sensory impairment or another issue which has hindered their access to dance. Sports Development staff work in partnership with Perth and Kinross Disability Sport and provide support to Foster Respite Care. In each case a professional officer is able to support the development of participants and encourage them to sustain participation.

Gypsy travellers living at the Double Dykes site are supported by a range of agencies and two Polish Community Link Workers provide support to families ranging from housing issues to child protection and from education to additional support needs.

## 6. Our approach to improving for our customers, communities and stakeholders

*'Perth and Kinross ECS is an improving organisation with a clear focus on improving outcomes for all learners, participants, service users and communities... The Service has a very strong capacity to improve and is well placed to fulfill the ambition to deliver high quality services that meet the needs of all.'* HMIe Validated Self Evaluation, February 2010.

The commitment to integrated working is well established although we need to continue work to ensure that all services work together at the point of delivery. Self evaluation informs improvement and planning, the school improvement process is well established and this year the Service was the first authority to participate in the pilot of [How Good is Our Culture and Sport](#). Work continues to improve performance management including arrangements for monitoring and tracking learners' progress.

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<sup>11</sup>The Scottish Schools Intranet which is available to all school children and young people and all school staff.

*'Senior managers, elected members and ECS staff demonstrated a strong commitment to improvement through self evaluation. They worked closely with HMle and their approach was responsive...HMle found the approaches of senior managers and ECS staff to the self evaluation of important areas, including attainment and achievement, to be systematic, rigorous and suitably challenging.'* HMle Validated Self Evaluation, February 2010.

## 6.1. Customer Focus

The Service is committed to customer service and continues to work towards maintaining the Council's Customer Care Standards. The Service recognises the opportunity to strengthen its relationship with communities and to develop a more systematic and strategic approach to stakeholder engagement and has led a range of development sessions with Heads of Service across the Council to support the development of a locality based approach. Through the [locality planning and engagement framework](#) individual Heads of Service are allocated particular areas in which they have a strategic overview of key issues and are able to influence decision making and help to resolve any particular issues or concerns which local people have. Several development sessions have been held to support Heads of Service with these new roles and meetings with local elected members is improving local information and intelligence.

Table 5 below describes some of the consultation/engagement exercises involving Education and Children's Services undertaken over the past year with a range of stakeholders.

**Table 5a: Consultation/engagement exercises**

Feedback method	Key messages	As a result
<b>Communities</b>		
<b>Community Campus open days</b> shared and collected views on potential and actual use of new resource.	Identified the need for consultation with local people to inform continued development.	Campus Partnerships have been established to ensure residents have the opportunity to be actively involved in promoting and developing services.
<b>Community Campus Surveys.</b>	Feedback/views from customers (including teachers, pupils, APTC staff and community members) on their satisfaction with campus and environment to date.	Feedback gained will inform improvement work at relevant campus. Customer feedback forms have been developed to capture views on an ongoing basis.
CRT ( <b>Customer Review Technology</b> – interactive touch screen questionnaire) piloted in several museum exhibitions.	More innovative and popular exhibitions. Perth and Kinross centric exhibitions are a pull into the Museum.	The service will use the information to inform future exhibitions and publicity information for future projects.
<b>Community educators and teachers engagement evening</b> was held at the start of the Warhol exhibition.	Cross generational and professional development activity is required from Arts and Heritage services.	Development of Creative Learning network and planning for further community and educator events in the Museum and for the Arts.
<b>Focus / steering group of young people</b> established for a short term project using social networking tools to engage a larger group of young people in the Warhol project.	Young people using their own communication tools to engage other young people is a very effective mechanism for community engagement.	We will develop plans for more youth involvement in planning future communications and projects.
<b>Customer Focus Groups</b> for new Cultural Strategy	Need for continued cultural co-ordination to support it.	We will improve communications and the co-ordination of cultural activities.
<b>Cultural mapping</b> in Eastern Perthshire and Highland Perthshire – information about artists, community groups providing arts activities.	There is a wealth of voluntary cultural activity in the region with little or no co-ordination or shared knowledge.	We will use this information to plan work streams for consolidating capacity building activity in the areas mapped.

Feedback method	Key messages	As a result
<b>Range of approaches by community learning and development workers</b> to include views in their work for example survey of fathers, coffee extra groups.	Wide ranging.	Use information to inform service delivery.
<b>User Reference Groups</b> for the following projects: <ul style="list-style-type: none"> <li>✓ Aytoun Hall</li> <li>✓ Invergowrie Primary School</li> <li>✓ Abernethy Primary School</li> <li>✓ Blairgowrie High School</li> <li>✓ Perth High School</li> </ul>	Focused on particular local issues and designs.	Use information to inform design development and future operations.
<b>World café</b> event at Kinnoull Primary School.	Issues pertaining to the long term plans for the school and its location.	Undertake feasibility study to examine options generated at the World café.
<b>Statutory Consultation: Strone of Cally Primary School.</b>	Formal statutory consultation process underway.	Determine the future primary school provision within the local and neighbouring area.
Establishment of local <b>Community Sports Partnerships.</b>	<ul style="list-style-type: none"> <li>✓ Affordable access to sports facilities for local clubs.</li> <li>✓ Development and upgrade of sports facilities.</li> <li>✓ Supporting delivery of sports coaching.</li> <li>✓ Linking clubs with schools.</li> </ul>	We will develop a concessionary pricing scheme for accredited sports clubs, support community led facility projects and develop three facility based Community Sports Hubs.
In partnership with the Environment service, <b>Placecheck</b> is being carried out in Bridge of Earn and Milnathort.	The Placecheck programme is about improving public spaces by the Council and the community working in partnership.	Relationships developed with local communities and method used is a good method of community engagement.
<b>Young people and families</b>		
<b>Parent Council Focus Group.</b>	Range of issues discussed.	Use information to inform service delivery.
<b>Parent Councils, Parent Council Focus Group and Parent Council Chairpersons Bi-annual meeting.</b>	Wide ranging.	Use information to inform service delivery.
<b>Range of approaches by all schools</b> to include parent views in the work of the school.	Wide ranging and different in different schools.	Use information to inform self-evaluation.
<b>Pupil Council conference.</b>	Discussion on a wide range of topics.	
<b>Curriculum for Excellence parent information roadshows.</b>	To share the key national and local messages about CfE and showcase good practice.	We now produce a quarterly CfE update newsletter for parents and carers across Perth and Kinross.
We have established a <b>Pupil Sports Council</b> , with representatives from all secondary schools. .	The group takes responsibility for promoting and informing the development of school sport opportunities at their secondary school.	Pupils say as a result of their involvement they have improved their communications skills and have gained confidence to be able to speak up for school sport.
<b>We Care Perthshire</b> is a befriending scheme which has been developed with a Parent Steering Group.	Parents are involved in interviewing potential befrienders.	
Consultation with parents to support the development and delivery of <b>provision for parents.</b>	162 parents and carers provided information.	The information provided is reflected in local Parenting Implementation Plans.
<b>Consultation with children with profound and complex needs and</b>	Information to inform the development of the service at Woodlea.	The development of the service at Woodlea was influenced.

Feedback method	Key messages	As a result
their families.		
<b>Youth Council –led on the Right Blether – BIG Vote</b> , part of a national exercise organised by Scotland's Commissioner for Children and Young People. Voting was rolled out across 22 schools who undertook a full vote on 9 November 2010.	6,029 votes were cast which is one of the largest responses for any local authority and as a percentage, by far the largest return in Scotland.	The result of the vote across Scotland has determined the agenda for SCCYP for the next four years.
<b>@ Scott Street user group.</b>	This group has recently met for our first full evaluation of the facility. They have told us, "The services here (@ Scott Street) are much better and the staff listen and take in what you think, so for me the base is amazing and safe to come too."	Young people have asked us to see if we can extend the opening hours on Saturdays. We are looking at how this might be achieved.
<b>Schools and colleagues</b>		
<b>Support Services Questionnaire.</b>	Customer feedback on a range of services sought.	Improvements actions fed into team plans.
<b>SOCITM User Satisfaction Survey.</b>	IT services are accessible to customers. Very high level of system availability. IT customers experience very low levels of system unavailability.	We have communicated high level results with customers. We will further analyse responses and develop a plan to deliver improvements.
<b>User Satisfaction Survey (Schools &amp; Community Learning).</b>	School & Community Learning feedback on IT service delivery sought. Perceived as key contributing factor to continual service improvement.	We will develop an action plan to address areas for improvement identified by survey and will include schools and Community Learning Bases in future SOCITM User Surveys.
<b>ECS ICT Reference Group.</b>	Provides appropriate Governance of ICT across ECS.	We will review existing Corporate Partnership Agreements and School Service Level Agreements.
<b>Secondary School ICT Review Meetings.</b>	Working together to improve ICT services to schools.	We will: continue to engage with secondary schools to discuss operational IT plans / issues / improvements. In addition, opportunities to engage with Primary schools will be considered.
<b>TES Outposted Technician Service (OTS) Review.</b>	Customer feedback sought following introduction of revised service delivery model. New TES OTS service perceived as improvement.	Consolidate improved service delivery supported by OTS and investigate opportunities to develop.

Proposed engagement/consultations with external stakeholders for 2010/11 include:

- ✓ **Parent Council Chairpersons:** bi-annual meeting with all chairpersons (March and September 2010) and **Parent Council Focus Group:** regular meetings with group of Parent Council representatives.
- ✓ **Range of approaches by all schools:** to include parent views in the work of the school. Parents views are also sought as part of the HMIE inspections. These are published, together with the inspection report on [www.hmie.gov.uk](http://www.hmie.gov.uk)
- ✓ **Community Campus Survey:** annual satisfaction survey.
- ✓ **Adult Learners' Week activities (May 2011):** learner focussed events to gauge interest and support for a learner led group. This will reflect the 20th anniversary of the national Adult Learners' Week in 2011.
- ✓ **Cultural mapping in Strathearn and Kinross (by December 2011):** to gather information about artists and community groups providing arts activities.

- ✓ **Community engagement project for the sustainable path network in partnership (by July 2011):** artist meeting with a variety of groups in North Perth, Scone and along the Tay path network in order to develop artwork, drawing attention to the existing path network.
- ✓ **Community engagement project for the development of public art in Strathearn Community Campus (by August 2011):** steering group has been instituted and the group has recruited an artist. The artist will establish an art consultancy group at the campus, leading to public art work.
- ✓ **Community consultation using a variety of methods will be undertaken to inform the refurbishment of the permanent exhibitions in Perth Museum and Art Gallery (March 2012):** the permanent history and natural history galleries in Perth Museum and Art Gallery will be refurbished to tell the story of the River Tay. A wide ranging consultation exercise will take place in advance to ensure that the permanent galleries have maximum community engagement.
- ✓ **User Reference Groups for capital projects (ongoing):** focussed on particular local issues and designs.
- ✓ **Working within targeted parental access to GLOW:** working with groups of parents to provide them with access to GLOW as a means to: support learning and communicate effectively with a range of parent forums.

## 6.2. Performance management

There is a clear strategic framework for the delivery of integrated services within Education and Children's Services and our planning documents set out our key priorities within a well managed planning cycle. The [Statement of Intent and Policy Framework](#) defines the Service's three priorities and sets the agenda for all aspects of the Service, providing a clear strategic framework for the delivery of integrated services. This year, the Statement of Intent has been reviewed and the third priority re-defined to reflect the development of the Service. The Policy Framework is also currently being reviewed to ensure its continued relevance. In the 2010 staff survey, 79% of respondents working in Education and Children's Services stated that they knew how their job contributes to the Council's objectives.

There is a culture of improvement supported by well embedded self-evaluation approaches and an understanding that all staff, at whatever level, have a key role to play in taking forward the work of the Service. Our working arrangements are built on trust and reflect a genuine concern for staff and partners. Staff and partners have regular opportunities to share ideas, review their work and learn from each other.

**Quality improvement and team plans:** Education and Children's Services has a number of quality, improvement and team plans which complement and expand on the information provided in the Business Management and Improvement Plan.

**Performance information:** Performance reports are considered regularly by the Senior Management Team, service management teams and individual teams. The Service recognises the need to continue to develop outcome based approaches to performance measurement and to build on the significant progress made in the development and support of an integrated management information solution for the Service, where appropriate developing linkages with other Service, Council and national systems.

**Self evaluation:** Education and Children's Services promote a culture of self-evaluation to support team and service planning. Our school improvement process is well established and there is a programme of proportionate visits in place. All schools undertake self evaluation and produce a School Standards and Quality Report and a School Improvement Plan. The School Improvement Framework underpins a commitment to embedding self-evaluation into the day to day work of every establishment. To further support continuous improvement, the

framework has been revised to ensure that it is in line with [Curriculum for Excellence](#). Building on their strong collaborative approach to continuous improvement through self evaluation, the Child Protection Committee have produced their first Standards and Quality Report and we have received inspection reports evidencing high standards across services for looked after children including [fostering](#) and [adoption](#). This year, the Service was also supported by HM Inspectorate of Education (HMIE) in participating in the national pilot of [How Good is Our Culture and Sport<sup>1</sup>](#). The evaluation highlighted the positive impact of projects of a range of cultural and sports activities as well as key areas for continued improvement. The [inspection of learning community surrounding Perth Academy](#) was similarly positive, highlighting partnership and integrated working resulting in improved outcomes for individuals and communities.

Within each service area, self evaluation is undertaken to inform improvement and planning. In addition, the Senior Management Team undertook a How Good is Our Council self-evaluation in August focussing on partnership working, and the management and support of staff and resources.

**Reporting:** The Service's Standards and Quality Report is published as part of the Service's approach to self evaluation and is a key element of the Council's ongoing commitment to public performance reporting. In addition a range of other annual reports are produced including:

- School Standards and Quality Reports
- [Service six monthly and annual report](#)
- [Attainment in Perth and Kinross Schools](#)
- Child Protection Committee Standards and Quality Report
- [Chief Social Work Officers Report](#)
- [Progress report on the Strategy for Looked After Children](#)

### 6.3. Key areas for improvement 2010-2013

To ensure that we can not only deliver improvement, but also address both the challenges and opportunities ahead within the context of reducing resources, a number of specific actions are proposed or are currently underway. This includes a continued focus on raising attainment and achievement and the continued implementation of Curriculum for Excellence.

A number of key projects are being undertaken through our [transformational change programme](#). Transformational change within any organisation requires individuals with different skills to lead and deal with the change. The process of transformation needs those who can lead and develop people and engage with cultures and groups within organisations. Fundamentally people need to be treated well and properly along the way to ensure successful transformation. Rethinking ways of doing business will rarely be popular or easily adopted. However, they can be successful if managed well and communicated effectively. As more transformational change is likely it is vital that the core foundations of a programme are built to see us through the challenging times ahead. Projects include the redesign of our Early Years services, increasing opportunities for children to be placed appropriately to their needs and a range of Information and Communication Technology (ICT) projects. Links to the transformational change programme are identified in Part 3 below.

We will also continue to improve performance management and how we engage local communities consistently and systematically.

Looking forward, a list of key improvement actions which will be taken forward over the next few years is set out in the table in Part 3.

## Part 2: Joint Action Plan and Annual Performance Report

**Key Service Objective:** Keep individuals safe and protected

**National Outcome:** Our children have the best start in life and are ready to succeed. (5)  
We have improved the life chances for children, young people and families at risk. (8)

**Local Outcome:** Our children are nurtured and supported and have the best start in life. (7)  
Our communities and people experiencing inequalities will have improved quality of life, life chances and health. (8)

**Net Cost 2011/12:** 13,513,000

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
Inclusion and Equality: Child Protection	Children identified as at risk (Head of Children and Families' Services)	% of initial <sup>12</sup> child protection case conferences within timescales agreed at initial assessment	80%	New indicator 2010/11 10/11: 47%	-	This reflects the complexity of the cases requiring joint assessment and attendance at case conferences of essential professional personnel, children and families. Work is ongoing in designing an indicator that more accurately indicates there is no undue delay in case conference timescales in instances of complex joint assessments.	55%	60%	65%
							Targets revised to reflect current level of provision.		
Inclusion and Equality: Child Protection	Children identified as at risk (Head of Children and Families' Services)	% of child protection review case conferences within 2 weeks of agreed timescales	85%	New indicator 2010/11: 84%	-	Work continues to maintain good practice in supporting this improvement.	90%	95%	95%
Inclusion and Equality: Child Protection	Children identified as at risk (Head of Children and Families' Services)	% of children on the child protection register over 18 months (at the point of deregistration) (SOA)	5-10%	08/09: 9.8% 09/10: 6.9% 10/11: 1.5%	↑	We continue to address identified risks. Continued appropriate reviewing, combined with care planning and support for	5-10%	5-10%	5-10%

<sup>12</sup> Change in wording to better reflect indicator definition. No change to indicator.

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
		% of children on child protection register over 18 months	New indicator	As at 31 March 2009: 6% 2010: 0% 2011: 1.8%		families has enabled children to be removed from the register.	5-10%	5-10%	5-10%
Inclusion and Equality: Looked After Children Strategy	Looked After Children (Head of Children and Families' Services)	% of children with less than 3 placements in care in a year	95%	08/09: 95% 09/10: 88% 10/11: 94%	→	This figure represents a high level of stability within placements and minimal disruption for looked after children who require the most stable care placement possible.	95%	95%	95%
Inclusion and Equality: Looked After Children Strategy	Looked After Children (Head of Children and Families' Services)	% of looked after reviews (accommodated children) <sup>13</sup> which are held within appropriate timescales	95%	08/09: 80% 09/10: 87% 10/11: 68%	↓	Scheduling dates have been brought forward, increasing the opportunity to reschedule if required within timescale. A Review Officer vacancy has also contributed to delays.	95%	95%	95%
Learning – Developing Communities: Childcare Strategy	Provide childcare services to meet identified needs (Head of Education – Early Years and Primary)	Number of childcare providers	440 providers	08/09: 427 09/10: 433 10/11: 430	→	The number of registered childcare services remains around 430 throughout the year although individual services register and de-register with the Care Commission (29 childminders registered and 27 de-registered). 35 people who have completed the Childminder Pre Registration course throughout the year have informed us that they plan to register in the next year.	TBC	TBC	TBC

<sup>13</sup> Change in wording to better reflect indicator definition. No change to indicator.

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
Learning – Developing Communities: Childcare Strategy	Customer Service (Head of Education – Early Years and Primary)	% of parent/carers who are confident with the level of care their child receives at their Kids Club...	95%	08/09: 91% 09/10: 95% 10/11: 97%	↑	This figure has increased from last year.	95%	95%	95%
		...and at a Playstart creche	New indicator	New indicator	-		Baseline	-	-
Learning – Developing Communities: Childcare Strategy	Customer Service (Head of Education – Early Years and Primary)	% capacity of Kids Club places accessed and % capacity of Playstart places accessed	New indicator	New indicator	-		Baseline	-	-

**Key Service Objective:** Improve health and well-being

**National Outcome:** Our children have the best start in life and are ready to succeed. (5)  
We live longer, healthier lives. (6)

**Local Outcome:** Our children are nurtured and supported and have the best start in life. (7)  
Our people will have improved health and well-being. (10)

**Net Cost 2011/12:** 24,472,000

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
Inclusion and Equality: Looked After Children Strategy	All looked after and accommodated children receive health assessments  (Head of Children and Families' Services)	% of accommodated children who had a comprehensive health assessment within 3 months of being accommodated	95%	08/09: 94% 09/10: 84% 10/11: 71%	↓	Out of 24 young people, 17 took place within timescales. 7 refused or returned home before appointment.	80%	85%	85%
						Targets reduced to take account of young people refusing or returning home before appointment.			
Inclusion and Equality: Looked After Children Strategy	Implementation of Looked After Children Strategy  (Head of Children and Families' Services)	% of children accommodated for at least 1 year who have a permanence plan	>90%	09/10: 96% 10/11: 99%	↑	This reflects the positive approach to achieving stability and permanence for children who cannot return home.	>90%	>90%	>90%
Inclusion and Equality: Looked After Children Strategy	Families receive the support when they need it  (Head of Children and Families' Services)	The proportion of reports requested by the Reporter which were submitted within target time	60%	07/08: 49% 08/09: 55% 09/10: 52%  Q3 09/10: 53% Q3 10/11: 54%  Full year figure available from SCRA <sup>14</sup> in May 11	→	Work continues to avoid duplication and to ensure the most time effective production of reports including electronic submission.	60%	60%	60%

<sup>14</sup> SCRA: Scottish Children's Reporter Administration

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
Inclusion and Equality: Looked After Children Strategy	Families receive the support when they need it  (Head of Children and Families' Services)	The proportion of children seen by a supervising officer within 15 days	95%	08/09: 95% 09/10: 93% 10/11: 90%	↓	Family availability and engagement impacts on this figure.	95%	95%	95%
Inclusion and Equality: Additional Support for Learning	Children with additional support needs receive the level of service in line with assessed needs  (Head of Children and Families' Services)	Number of 24 hour overnight respite periods provided in a care home	545 hours	Changed indicator 2010/11  10/11: 584	-	Woodlea has enabled a greater number and increased flexibility of respite periods provided.	550	560	600
		Number of 24 hour overnight respite periods provided <u>not</u> in a care home	New indicator	New indicator	-		55	55	55
Inclusion and Equality: Additional Support for Learning	Children with additional support needs receive the level of service in line with assessed needs  (Head of Children and Families' Services)	Number of daytime community based respite hours provided by commissioned services from Enable, Crossroads, and through Direct Payment Arrangements and Council provision <sup>15</sup>	15,000 hours	Changed indicator 2010/11  10/11: 14,836	-	Additional daytime respite is provided from Woodlea Cottage and by the 'Groovy Gang'.	15,500	16,000	16,500
Learning Realising Potential: Improving Health, Improving Learning	Schools implement Perth and Kinross standards set out in Improving Health, Improving Learning  (Heads of Education)	% of schools achieving Improving Health, Improving Learning	70%	As at 31 March 2011: 49% (5 Secondary schools and 38 Primary schools)	↑	The process has now been piloted and a new validation process has been distributed to schools. Dates have been set for a validation team to meet and a number of schools will be selected for an accreditation visit during June as part of a sampling	100%	100%	100%

<sup>15</sup> Change in wording to better reflect indicator definition. No change to indicator.

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
						process. All schools should have Health Promoting Schools status by the end of June 2011.			
Learning – Developing Communities: Sports and Active Recreation Strategic Plan	Create sustainable sport and active recreation opportunities  (Service Manager – Sport and Active Recreation)	Number of people participating in sport and active recreation activities  (SOA)	1,190,239	08/09: 1,117,762 09/10: 1,178,454 <sup>16</sup> 10/11: 1,237,459 (excludes Active Schools for Jan- March 2011)	↑	The final quarter of the year has been positive and the end of year figures have exceeded target. The new facilities which have opened this year have made a positive impact on measurable participation and membership of clubs and levels of activity in schools remains strong.	+ 1%	+ 1%	+1%
Learning – Developing Communities: Sports and Active Recreation Strategic Plan	Sport and Leisure Management  (Service Manager – Sport and Active Recreation)	Number of attendances per 1000 population for all pools  (SPI)	3,480	08/09: 4,002 09/10: 3,446 <sup>17</sup> 10/11: 3,731  <i>Number of attendances</i> 08/09: 568,892 09/10: 502,834 10/11: 544,402	→	This year has seen a positive increase on last year's figures in response to a national decline in attendance at swimming pools. Attendance has increased from the previous year due to the re-opening of a pool in Aberfeldy within Breadalbane Community Campus in December 2010. There has also been an increase in casual swimming in all other pools as well as an increase in wet classes.	+ 1%	+ 1%	+1%

<sup>16</sup> Updated July 2010 to include active sports from SportsScotland (time lag in reporting)

<sup>17</sup> Figures for SPIs were revised in May and revised with the publication of updated population statistics for 2009.

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
Learning – Developing Communities: Sports and Active Recreation Strategic Plan	Sport and Leisure Management  (Service Manager – Sport and Active Recreation)	Indoor facilities - Number of attendances per 1000 population  (SPI)	3,604	08/09: 3,710 09/10: 3,568 <sup>18</sup> 10/11: 3,883 <i>Number of attendances</i> 08/09: 527,371 09/10: 520,568 10/11: 566,510	↑	Attendance has increased in the main due to the opening of North Inch Community Campus in April 2010. There has also been a continuing increase in fitness gym usage as well as adult fitness classes in most venues.	+ 1%	+ 1%	+1%

<sup>18</sup> Figures for SPIs were revised in May and revised with the publication of updated population statistics for 2009.

**Key Service Objective:** Develop the range and quality of learning experiences for all

**National Outcome:** We are better educated, more skilled and more successful, renowned for our research and innovation. (3)  
Our young people are successful learners, confident individuals, effective contributors and responsible citizens. (4)

**Local Outcome:** Our people will be well skilled and trained. (5)  
Our young people will attain, achieve and reach their potential. (6)  
Our communities and people experiencing inequalities will have improved quality of life, life chances and health. (8)

**Net Cost 2011/12:** 29,307,000

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
Learning – Realising Potential: Community Learning and Development	Provide adult literacy and numeracy programmes  (Service Manager – Communities)	Number of adults involved in ESOL programmes (Council)	>180	08/09: 305 adults 09/10: 258 adults 10/11: 127 adults	↓	Less demand for ESOL from the care sector due to migrant staff not being released for skills development. In addition more settled migrants require a more intensive level of support for language skills in order to access other services. Volunteer training has been delivered to increase capacity for one to one learners.	100	110	120
							Targets reduced to reflect reduction in ESOL Strategy Project delivering ESOL in the Care Sector – ended March 2011.		
Learning – Realising Potential: Community Learning and Development	Provide adult literacy and numeracy programmes  (Service Manager – Communities)	% of ESOL learners who have achieved 'all', 'almost all' or 'most' of their learning outcomes  (SOA)	100%	Survey March 2010: 88%  Survey, March 2011: 68%	↓	All learners have individual learning plans. This figure includes learners who have just started on their learning journey and is therefore not reflective of end of course outcomes. From April 2011 we will focus the survey on learners who have completed their courses.	100%	100%	100%

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
Learning – Realising Potential: Community Learning and Development	Provide adult literacy and numeracy programmes  (Service Manager – Communities)	<sup>19</sup> Number of adults involved in adult literacy and numeracy programmes (Council)	>180	08/09: 156 adults 09/10: 219 adults 10/11: 178 adults	→	The service is focussed on improving through staff development, the new Adult Literacy in Scotland Strategy and working as part of the Adult Literacy and Numeracy Partnership.	180	185	190
Learning – Realising Potential: Community Learning and Development	Provide adult literacy and numeracy programmes  (Service Manager – Communities)	% of adult learners who have achieved 'all', 'almost all', or 'most' of their learning outcomes (SOA)	90%	Survey March 2010: 63%  Survey, March 2011: 87%	↑	All learners have individual learning plans. This figure includes learners who have just started on their learning journey and is therefore not reflective of end of course outcomes. From April 2011 we will focus the survey on learners who have completed their courses.	90%	90%	90%
Inclusion and Equality: Raising Achievement Strategy	Implementation of the Raising Achievement Strategy  (Service Manager – Communities and Youth Services Manager)	Number of young people obtaining awards: a) Youth achievement  (SOA)	30	08/09: 14 09/10: 25 10/11: 153 (144 Dynamic Youth, 9 Youth Achievement)	↑	There is now a preference for the flexibility offered by Dynamic Youth Awards. Over 2009/10, 239 young people have been involved in Dynamic Youth and Youth Achievement with 153 participants completing an award. Participation rates continue to increase.	35	40	45

<sup>19</sup> 2008/09 reports include number of adults involved in ESOL programmes. This group now counted under a separate indicator.

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
Inclusion and Equality: Raising Achievement Strategy	Implementation of the Raising Achievement Strategy  (Service Manager – Communities and Youth Services Manager)	Number of young people obtaining awards: b) Duke of Edinburgh (SOA)	260	07/08: 251 08/09: 244 09/10: 213  10/11: Due to be reported June 2011	↓	Participation in Duke of Edinburgh remains strong with 700 young people currently registered for 2010/11.	260	260	260
Inclusion and Equality: Raising Achievement Strategy	Implementation of the Raising Achievement Strategy  (Head of Education – Secondary and Inclusion)	Number of young people obtaining awards: c) ASDAN accredited (SOA)	65	AY 07/08: 33 AY 08/09: 67 <sup>20</sup> AY 09/10: 34  AY 2010/11: Due to be reported August 2011	→	ASDAN is used appropriately by individual schools as part of their Curriculum for Excellence improvement planning and approach to raising achievement.	40	42	44
Inclusion and Equality: Raising Achievement Strategy	Implementation of the Raising Achievement Strategy  (Service Manager - Sports and Active Recreation)	Number of young people obtaining awards: d) Sports Leader (SOA)	70	AY08/09 :63 AY 09/10: 130  AY 2010/11: Due to be reported August 2011	↑	Participation in Sports Leader Awards remains strong with 113 young people currently registered and 3 community courses yet to commence.	75	80	85
							Targets set to take account of anticipated changes with school curriculum.		

<sup>20</sup> Note: 2008/09 figures included individual units and is therefore not comparable with the figures for this year and previous years.

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
Learning – Realising Potential: More Choices, More Chances	Secure positive destinations for young people leaving school  (Service Manager – Communities and Youth Services Manager)	% of school leavers moving into positive and sustained destinations  (SOA)	92%	07/08: 89.1% 08/09: 88.6% 09/10: 88.5%  10/11: due to be reported December 2011  <i>Exceeds both the national (86.8%) and comparator authority average (ranked 2<sup>nd</sup>)</i>	→	Fewer FE and HE places nationally is creating greater competition for all positive destinations. The MCMC partnership is pleased to be sustaining the high percentage in Perth and Kinross but is concerned about the employability prospects for this group.	92%	92%	92%
Learning – Realising Potential: Community Learning and Development	Support young people to reach their full potential  (Service Manager – Communities and Youth Services Manager)	Number of young people in the More Choices, More Chances (MCMC) category (previously NEET)  (SOA)	350 young people	2007: 370 2008: 390 2009: 430  2010: Due to be reported August 2011  <i>Rate lower than in Scotland (ranked 5<sup>th</sup>) and in relation to our comparator authority average (ranked 2<sup>nd</sup>)</i>	↓	This is higher than previously anticipated due to the impact of the wider economy. Work is ongoing with this group of young people to improve their opportunities through the MCMC Partnership.	350 young people	350 young people	350 young people
Inclusion and Equality: Raising Achievement Strategy	Implementation of framework for staged intervention and the Raising Achievement Strategy  (Head of Education – Early Years and Primary)	Number of exclusion incidents: primary schools	100 incidents	AY 07/08: 236 AY 08/09: 189 AY 09/10: 136  AY 10/11 Terms 1 and 2 : 51 incidents (35 pupils)	↑	Research into incidents of violence and aggression in Early Years shows that the number of exclusions is likely to drop over the next three terms.	100 incidents	100 incidents	100 incidents

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
Inclusion and Equality: Raising Achievement Strategy	Implementation of framework for staged intervention and the Raising Achievement Strategy  (Head of Education – Secondary and Inclusion)	Number of exclusion incidents: secondary schools	450 incidents	AY 07/08: 567 AY 08/09: 465 AY 09/10: 510  AY 10/11 Terms 1 and 2 : 194 incidents (147 pupils)	→	Secondary schools continue to use exclusion as a last resort and are increasingly mindful of the unique circumstances of individual pupils.	450 incidents	450 incidents	450 incidents
Inclusion and Equality: Raising Achievement Strategy	Implementation of framework for staged intervention and the Raising Achievement Strategy  (Head of Education – Early Years and Primary)	Number of reported incidents of aggression and violence in: nursery schools <sup>21</sup>	11	AY 08/09: 41 AY 09/10: 14  AY 10/11 Terms 1 and 2 : <5	↑	Actions taken to support frontline staff and pupils are having a positive impact. It is expected that the increased provision of CALM training and re-accreditation will continue to have a positive impact as staff become more skilled in de-escalating situations which arise. Incidents are monitored on an ongoing basis.	1% reduction	1% reduction	1% reduction
Inclusion and Equality: Raising Achievement Strategy	Implementation of framework for staged intervention and the Raising Achievement Strategy  (Head of Education – Early Years and Primary)	Number of reported incidents of aggression and violence in: primary schools	200	AY 08/09: 148 AY 09/10: 207  AY 10/11 Terms 1 and 2 : 103  (35 pupils, 0.36% of school roll)	↓	Research into incidents of violence and aggression in Early Years shows that the focus on frontline staff training is continuing to take effect in dealing with a very small group of young people with specific and challenging	1% reduction	1% reduction	1% reduction

<sup>21</sup> All violence and aggression indicators refer to recorded incidents of violence and aggression against school staff.

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
						needs. Incidents are monitored on an ongoing basis.			
Inclusion and Equality: Raising Achievement Strategy	Implementation of framework for staged intervention and the Raising Achievement Strategy  (Head of Education – Secondary and Inclusion)	Number of reported incidents of aggression and violence in: secondary schools	60	AY 08/09: 66 AY 09/10: 64  AY 10/11 Terms 1 and 2 : 19  (15 pupils, 0.2% of school roll)	↑	Continued support for schools through resilience training and restorative justice behaviour support strategies. Incidents are monitored on an ongoing basis.	1% reduction	1% reduction	1% reduction
Inclusion and Equality: Raising Achievement Strategy	Implementation of framework for staged intervention and the Raising Achievement Strategy  (Head of Education – Secondary and Inclusion)	Number of reported incidents of aggression and violence in: specialist provision schools	10	AY 08/09: 32 AY 09/10: 9  AY 10/11 Terms 1 and 2 : 20	↓	A small number of incidents continue due to the nature of the additional support needs of the children. Staff continue to be supported by CALM and other specialist training. Incidents are monitored on an ongoing basis.	1% reduction	1% reduction	1% reduction
Inclusion and Equality: Raising Achievement Strategy	Implementation of framework for staged intervention and the Raising Achievement Strategy  (Head of Education – Early Years and Primary)	Levels of pupils' attendance: primary schools	>95%	AY 07/08: 95.8% AY 08/09: 95.7% AY 09/10: 95.7%  AY 10/11 Terms 1 and 2 : 95.3%	→	Tracking and monitoring of attendance is more streamlined and easier to manage through SEEMIS. Ongoing monitoring at an individual pupil level and agreed actions and follow up is then taken forward by Service Managers with individual schools.	>95%	>95%	>95%

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
Inclusion and Equality: Raising Achievement Strategy	Implementation of framework for staged intervention and the Raising Achievement Strategy  (Head of Education – Secondary and Inclusion)	Levels of pupils' attendance: secondary school	>91%	AY 07/08: 90.4% AY 08/09: 91.1% AY 09/10: 91.4%  AY 10/11 Terms 1 and 2 : 91.0%	→	Secondary schools continue to use a range of strategies to monitor attendance including Groupcall, Home Link Workers and robust follow-up procedures.	>91%	>91%	>91%
Inclusion and equality	Implementation of the framework for staged intervention and the Raising Achievement Strategy  (Head of Education – Secondary and Inclusion)	Number of young people with an EBD who are receiving mixed learning provision <sup>22</sup>	Below 40	Feb 2008: 117 Feb 2009: 61 Feb 2010: 104 Feb 2011: 114 (0.66% of pupils)	↓	63% of pupils on a part-time timetable are receiving additional support outwith school through services such as Youth Unlimited, Re-integration Team, Perth College, Almondbank House. We are exploring options for extending the range of quality provision for children and young people with emotional, social and behavioural needs.	Below 100	Below 100	Below 100
							Target revised to reflect current provision		
Inclusion and Equality: Raising Achievement Strategy	Implementation of the Raising Achievement Strategy  (Head of Education – Secondary and Inclusion)	Average educational tariff score for S4 pupils within 20% most deprived areas in Perth and Kinross (SOA)	>130 (revised for AY 10/11)	AY 07/08: 116 AY 2008/09: 117 AY 2009/10: 133 <sup>23</sup>  AY 2010/11: due to be reported	↑	We are taking a number of steps to help raise attainment in our schools including targeting resources on improving levels of attainment and	>130	>130	>130

<sup>22</sup> Change in wording to better reflect indicator definition. No change to indicator.

<sup>23</sup> A revised methodology has been used for this year. Using the revised methodology, the average tariff score for pupils living within the 20% most deprived data zones within Perth and Kinross in 2008/09 was 114.04.

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
				September 2011		achievement for vulnerable learners who live in areas of greatest deprivation.			
Inclusion and Equality: Raising Achievement Strategy	Implementation of the Raising Achievement Strategy (Head of Education – Secondary and Inclusion)	% of children leaving care who attained at least 1 subject at standard grade foundation level or equivalent (SOA)	82%	07/08: 68.6% 08/09: 76.9% 09/10: 66.7% (18 young people)  AY 2010/11 <sup>24</sup> : due to be reported September 2011	→	Performance is consistent with previous years and, in view of the small number of children, can be adversely affected by individual factors. The attendance and absence of Looked After Children continues to be monitored through the Education Additional Support Needs Officer and the Children and Families' Services management team. Further improvement in learning and development will be the result of continued and focussed attention on providing appropriate curriculum to meet their individual needs.	85%	85%	85%
Inclusion and Equality: Raising Achievement Strategy	Implementation of the Raising Achievement Strategy (Head of Education – Secondary and Inclusion)	% of children leaving care who achieved English and mathematics at foundation level or equivalent (SOA)	80% (revised for AY 10/11)	07/08: 37.1% 08/09: 46.2% 09/10: 55.6% (15 young people)  AY 2010/11 <sup>25</sup> : due to be reported September 2011			80%	80%	80%

<sup>24</sup> This indicator is now reported on an academic year basis following changes in national guidance. Previously this was a measure of children aged 16+ leaving care between 1 April 2009 and 31 March 2010.

<sup>25</sup> This indicator is now reported on an academic year basis following changes in national guidance. Previously this was a measure of children aged 16+ leaving care between 1 April 2009 and 31 March 2010.

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
Inclusion and Equality: Attainment and Achievement	Implementation of the Raising Achievement Strategy  (Head of Education – Early Years and Primary)	% of LAC excluded from: primary school	9%	AY 08/09: 10.4% AY 09/10: 12.9%  AY 10/11 Terms 1 and 2 : 5.08%  AY 2010/11 due to be reported September 2011	→	Significant progress has been made in supporting the educational experience as well as the social and emotional experience of these young people. Appropriately differentiated and varied curriculum experiences are planned which in turn improves levels of motivation and enjoyment.	8%	7%	6%
Inclusion and Equality: Attainment and Achievement	Implementation of the Raising Achievement Strategy  (Head of Education – Secondary and Inclusion)	% of LAC excluded from: secondary school	20%	AY 08/09: 27.3% AY 09/10: 19.8%  AY 10/11 Terms 1 and 2 : 9.59%  AY 2010/11 due to be reported September 2011	↑	Small numbers involved. Circumstances of individual pupils influence this target.	18%	16%	15%
Inclusion and Equality: Additional Support Needs	Development of effective integrated services within Almondbank House to meet the needs of children with complex needs, and their families  (Head of Education –	% reduction in number of placements in residential schools across Education and Children's Services	10% decrease	09/10: 10.8% increase  10/11: 4% decrease	↑	Since April 2010 there has been a 4% decrease in the number of placements in residential schools. Work continues to provide young people with support packages within the community.	10% decrease	10% decrease	Sustain

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
	Secondary and Inclusion and Head of Children and Families' Services)	% reduction in numbers of children placed with external care <sup>26</sup> providers	10% decrease	08/09: 30% increase 09/10: 26.9% increase 10/11: 27% decrease	↑	Since April 2010 there has been a 27% decrease in the number of children placed with external care providers (9 children). Work continues to provide more local solutions to the needs of looked after children and a positive response to foster carer recruitment campaign.	10% decrease	10% decrease	Sustain
Inclusion and Equality: Additional Support Needs	Young people with enhanced transition needs have a agreed transition plan 6 months before their school leaving date  (Head of Education – Secondary and Inclusion)	% of young people with a CSP <sup>27</sup> that have a life plan 6 months before their school leaving date.	75%	09/10: 80% 10/11: 100%	↑	Monitoring and reviewing school procedures through multi-agency post school transition panel comprising Child Health Team, Adult Services, Perth College, Skills Development Scotland and Education Psychology service. Panel meets to review school progress in planning for young people with support needs in transition.	100%	100%	100%

<sup>26</sup> Change in wording to better reflect indicator definition. No change to indicator.

<sup>27</sup> CSP: co-ordinated support plan. Change in wording to better reflect indicator definition. No change to indicator.

**Key Service Objective:** Raise standards of performance and achievement

**National Outcome:** Our young people are successful learners, confident individuals, effective contributors and responsible citizens. (4)

Our children have the best start in life and are ready to succeed. (5)

**Local Outcome:** Our young people will attain, achieve and reach their potential. (6)

Our children are nurtured and supported and have the best start in life. (7)

**Net Cost 2011/12:** 71,946,000

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
Learning – Realising Potential: Attainment & Achievement	Implementation of the Raising Achievement Strategy  (Head of Education – Early Years and Primary)	% primary school pupils who are secure <sup>28</sup> at the appropriate level by the end of P4 and P7: mathematics	Changed indicator. Replaces indicator 4 part 4	Changed indicator. Replaces indicator 4, part 4	-	Currently work is underway to establish agreed standards against which teachers will moderate and report progress of pupil's learning. These standards will enable us to make a relative comparison of progress against the most recently reported 5-14 data. This development work will be reported on by June 2011. New indicators shown here may therefore be subject to change.	Baseline to be established	-	-
Learning – Realising Potential: Attainment & Achievement	Implementation of the Raising Achievement Strategy  (Head of Education – Early Years and Primary)	% primary school pupils who are secure at the appropriate level by the end of P4 and P7: reading	Changed indicator. Replaces indicator 5 part 4	Changed indicator. Replaces indicator 5, part 4	-		Baseline to be established	-	-
Learning – Realising Potential: Attainment & Achievement	Implementation of the Raising Achievement Strategy  (Head of Education – Early Years and Primary)	% primary school pupils who are secure at the appropriate level by the end of P4 and P7: writing	Changed indicator. Replaces indicator 6 part 4	Changed indicator. Replaces indicator 6, part 4	-		Baseline to be established	-	-

<sup>28</sup> Secure: has achieved a breadth of learning, applied what he/she has learned in unfamiliar situations and responded well to challenge.

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
Learning – Realising Potential: Attainment & Achievement	Implementation of the Raising Achievement Strategy  (Head of Education – Secondary and Inclusion)	% of secondary school pupils in who are secure at level three by the end of S3: mathematics	Changed indicator. Replaces indicator 7 part 4	Changed indicator. Replaces indicator 7, part 4	-	Introduction of Curriculum for Excellence means that this will be the final year for reporting against 5-14 indicators at S2. AY 2010/11 due to report in September 2011 and reported together with SQA results (see part 4 below).  New indicators shown here may be subject to change further to development of the national assessment framework.	Interim reporting as first cohort to be assessed in S3 rather than S2	Baseline to be established	-
Learning – Realising Potential: Attainment & Achievement	Implementation of the Raising Achievement Strategy  Head of Education – Secondary and Inclusion)	% of secondary school pupils in who are secure at level three by the end of S3: reading	Changed indicator. Replaces indicator 8 part 4	Changed indicator. Replaces indicator 8, part 4	-				
Learning – Realising Potential: Attainment & Achievement	Implementation of the Raising Achievement Strategy  Head of Education – Secondary and Inclusion)	% of secondary school pupils in who are secure at level three by the end of S3: writing  (SOA)	Changed indicator. Replaces indicator 9 part 4	Changed indicator. Replaces indicator 9, part 4	-				
Learning – Realising Potential: Attainment & Achievement	Implementation of the Raising Achievement Strategy  (Head of Education – Secondary and Inclusion)	<sup>29</sup> % attainment of S4 pupils achieving English and Maths at level 3  (SOA)	Exceed comparator authorities	AY 05/06: 89% AY 06/07: 92% AY 07/08: 92% AY 08/09: 94% AY 09/10: 96%	↑	AY 2010/11 due to report in September 2011. The school improvement process is now well established and we continue to take steps to raise attainment.	Pending subject to the development of the national assessment framework.		
Learning – Realising Potential: Attainment &	Implementation of the Raising Achievement Strategy	% attainment of S4 pupils achieving 5 or more subjects	Exceed comparator authorities	AY 05/06: 90% AY 06/07: 90% AY 07/08: 91% AY 08/09: 91%	↑	AY 2010/11 due to report in September 2011. The school improvement process is well	Pending subject to the development of the national assessment framework.		

<sup>29</sup> SQA figures are post appeal and calculated as a % of the S4 school roll at the census date for the relevant cohort. Trends measured over 5 years in line with HMLe.

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
Achievement	(Head of Education – Secondary and Inclusion)	at level 3 (SOA)		AY 09/10: 95%		established and we continue to take steps to raise attainment.			
Learning – Realising Potential: Attainment & Achievement	Implementation of the Raising Achievement Strategy  (Head of Education – Secondary and Inclusion)	% attainment of S4 pupils achieving 5 or more subjects at level 4  (SOA)	Exceed comparator authorities	AY 05/06: 77% AY 06/07: 74% AY 07/08: 78% AY 08/09: 79% AY 09/10: 79%	↑	AY 2010/11 due to report in September 2011. The school improvement process is now well established and we continue to take steps to raise attainment.	Exceed comparator authorities	Exceed comparator authorities	Exceed comparator authorities
Learning – Realising Potential: Attainment & Achievement	Implementation of the Raising Achievement Strategy  (Head of Education – Secondary and Inclusion)	% attainment of S4 pupils achieving 5 or more subjects at level 5  (SOA)	Exceed comparator authorities	AY 05/06: 38% AY 06/07: 35% AY 07/08: 39% AY 08/09: 36% AY 09/10: 41%	↑	AY 2010/11 due to report in September 2011. The school improvement process is now well established and we continue to take steps to raise attainment	Exceed comparator authorities	Exceed comparator authorities	Exceed comparator authorities
Learning – Realising Potential: Attainment & Achievement	Implementation of the Raising Achievement Strategy  (Head of Education Services – Secondary and Inclusion)	% attainment of S5 pupils achieving 5 or more subjects @ level 5 or better	Exceed comparator authorities	AY 05/06: 49% AY 06/07: 50% AY 07/08: 46% AY 08/09: 52% AY 09/10: 51%	↑	AY 2010/11 due to report in September 2011. The school improvement process is now well established and we continue to take steps to raise attainment	Exceed comparator authorities	Exceed comparator authorities	Exceed comparator authorities
Learning – Realising Potential: Attainment & Achievement	Implementation of the Raising Achievement Strategy  (Head of Education Services – Secondary and Inclusion)	% attainment of S5 pupils achieving 1 or more subjects @ level 6 or better	Exceed comparator authorities	AY 05/06: 42% AY 06/07: 43% AY 07/08: 40% AY 08/09: 46% AY 09/10: 48%	↑	AY 2010/11 due to report in September 2011. The school improvement process is now well established and we continue to take steps to raise attainment	Exceed comparator authorities	Exceed comparator authorities	Exceed comparator authorities
Learning – Realising	Implementation of the Raising Achievement	% attainment of S5 pupils	Exceed comparator	AY 05/06: 25% AY 06/07: 25%	↑	AY 2010/11 due to report in September 2011. The	Exceed comparator	Exceed comparator	Exceed comparator

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
Potential: Attainment & Achievement	Strategy  (Head of Education Services – Secondary and Inclusion)	achieving 3 or more subjects @ level 6 or better	authorities	AY 07/08: 24% AY 08/09: 28% AY 09/10: 28%		school improvement process is now well established and we continue to take steps to raise attainment	authorities	authorities	authorities
Learning – Realising Potential: Attainment & Achievement	Implementation of the Raising Achievement Strategy  (Head of Education Services – Secondary and Inclusion)	% attainment of S5 pupils achieving 5 or more subjects @ level 6 or better	Exceed comparator authorities	AY 05/06: 12% AY 06/07: 11% AY 07/08: 10% AY 08/09: 13% AY 09/10: 13%	↑	AY 2010/11 due to report in September 2011. The school improvement process is now well established and we continue to take steps to raise attainment	Exceed comparator authorities	Exceed comparator authorities	Exceed comparator authorities
Learning – Realising Potential: Attainment & Achievement	Implementation of the Raising Achievement Strategy  (Head of Education Services – Secondary and Inclusion)	% attainment of S6 pupils achieving 5 or more subjects @ level 5 or better	Exceed comparator authorities	AY 05/06: 51% AY 06/07: 51% AY 07/08: 52% AY 08/09: 49% AY 09/10: 55%	↑	AY 2010/11 due to report in September 2011. The school improvement process is now well established and we continue to take steps to raise attainment	Exceed comparator authorities	Exceed comparator authorities	Exceed comparator authorities
Learning – Realising Potential: Attainment & Achievement	Implementation of the Raising Achievement Strategy  (Head of Education Services – Secondary and Inclusion)	% attainment of S6 pupils achieving 1 or more subjects at level 6	Exceed comparator authorities	AY 05/06: 47% AY 06/07: 46% AY 07/08: 47% AY 08/09: 46% AY 09/10: 51%	↑	AY 2010/11 due to report in September 2011. The school improvement process is now well established and we continue to take steps to raise attainment	Exceed comparator authorities	Exceed comparator authorities	Exceed comparator authorities
Learning – Realising Potential: Attainment & Achievement	Implementation of the Raising Achievement Strategy  (Head of Education –	% attainment of S6 pupils achieving 3 or more subjects at level 6	Exceed comparator authorities	AY 05/06: 34% AY 06/07: 34% AY 07/08: 33% AY 08/09: 32% AY 09/10: 38%	↑	AY 2010/11 due to report in September 2011. The school improvement process is now well established and we	Exceed comparator authorities	Exceed comparator authorities	Exceed comparator authorities

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
	Secondary and Inclusion)					continue to take steps to raise attainment			
Learning – Realising Potential: Attainment & Achievement	Implementation of the Raising Achievement Strategy  (Head of Education – Secondary and Inclusion)	% attainment of S6 pupils achieving 5 or more subjects at level 6  (SOA)	Exceed comparator authorities	AY 05/06: 23% AY 06/07: 22% AY 07/08: 24% AY 08/09: 21% AY 09/10: 27%	↑	AY 2010/11 due to report in September 2011. The school improvement process is now well established and we continue to take steps to raise attainment	Exceed comparator authorities	Exceed comparator authorities	Exceed comparator authorities
Learning – Realising Potential: Attainment & Achievement	Implementation of the Raising Achievement Strategy  (Head of Education – Secondary and Inclusion)	% attainment of S6 pupils achieving 1 or more subjects at level 7  (SOA)	Exceed comparator authorities	AY 05/06: 16% AY 06/07: 16% AY 07/08: 17% AY 08/09: 14% AY 09/10: 20%	↑	AY 2010/11 due to report in September 2011. The school improvement process is now well established and we continue to take steps to raise attainment	Exceed comparator authorities	Exceed comparator authorities	Exceed comparator authorities
Maximising Resources	Organisational and staff development  (Service Manager – Staffing Support)	% of staff undertaking ERD	>80%	08/09: 81.1% 09/10: 70.5% 10/11: 72.4%	↑	Following an improvement this year we continue to work to increase ERD rates.	90%	90%	90%
Maximising Resources	Organisational and staff development  (Service Manager – Staffing Support)	Staff participating in centrally organised CPD express satisfaction with delivery	88 - 90%	2008: 86% 2009: 89% 2010: 93%	↑	Quality of training has been sustained and improved due to monitoring of feedback, selection of training and the training specifications being improved. Target will be to sustain this very high level of satisfaction.	88 - 90%	88 - 90%	>90%
Maximising Resources	Manage employee health and attendance in a positive and supportive manner	Average number of working days per employee lost through	5% decrease	08/09: 7.7 days 09/10: 8.8 days 10/11: 7.5 days	↑	Particular focus has been given to schools where there has been work on both long and short term absence. This has	5% decrease	5% decrease	5% decrease

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
	(all Heads of Service)	sickness absence - teachers				proved successful with a number of employees either returning to work, improving their attendance or leaving the Council's employment			
Maximising Resources	Manage employee health and attendance in a positive and supportive manner  (all Heads of Service)	Average number of working days per employee lost through sickness absence – single status	5% decrease	08/09: 9.3 days 09/10: 10.1 days 10/11: 9.8 days	↑	Work has continued to be focused on resolving the long term absence cases although there has been work carried out on cases of frequent short term absence.	5% decrease	5% decrease	5% decrease
Maximising Resources	Contracts, Facilities and Financial Management  (Service Manager - Contracts & Financial Management)	% of invoices paid within creditors timescales (Corporate SPI)	92%	08/09: 88% 09/10: 90% 10/11: 88%	→	Technical issues with the finance system and adverse weather conditions over the winter period resulted in the delay of some invoices being paid.	93%	94%	95%

**Key Service Objective:** Develop active and responsible citizens

**National Outcome:** Our young people are successful learners, confident individuals, effective contributors and responsible citizens. (4)  
We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others. (11)

**Local Outcome:** Our communities will be vibrant and active. (11)

**Net Cost 2011/12:** 9,545,000

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
Learning – Developing Communities: Community Learning and Development	Provide a range of activity and support for young people.  (Service Manager – Communities and Youth Services Manager)	Number of contacts with young people engaged in youth work activities	32,500	09/10: 39,146 10/11: 35,356 <sup>30</sup>	↓	Figures remain on target despite anticipated falls during the move to new premises in Scott Street. Blackbox consultation accounted for an increase of around 2,500 contacts in 2009/10	32,500	32,500	32,500
Learning – Developing Communities: Community Learning and Development	Support community engagement  (Service Manager – Communities)	% community groups who feel that positive progress has been made against key outcomes for capacity building	New indicator	New indicator	-	This will be reported against how confident; skilled and active; active & influential community feel they are through an annual participant survey.	Baseline to be established	-	-
Learning: Realising Potential: Standard for Working Together	Implementation of Standards for Working Together  (Heads of Education)	Percentage of schools with a pupil council. <sup>31</sup> (SOA)	100%	AY 08/09: 100% AY 09/10: 100%  AY 10/11: due to report June 2011	→	All schools operate a range of systems and structures which provide all young people with the opportunity to engage in influencing aspects of their school and learning experiences. A pupil council (or forum) is one way of achieving this, as are	100%	100%	100%

<sup>30</sup> A new MIS system is being introduced. During this transitional year, this indicator measures the number of contacts with the Youth Services Team, City Base and Duke of Edinburgh and is therefore not comparable with the figures previously reported. Comparable figures for 2009/10 have been provided above.

<sup>31</sup> A school is counted as having a pupil council if it consults with a representative group of pupils.

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
						committees such as those linked to health, ECO and learning.			
Learning Realising Potential: Curriculum	All schools engage in eco schools activity (Heads of Education)	Increase the % of schools achieving eco school awards of: Green Flag	49%	07/08: 18% 08/09: 24% 09/10: 39% 10/11: 52%  <i>45 Centres (1 Pre-school, 1 Secondary, 43 Primary) achieved green flag status.</i>	↑	Overall, almost all (91%) of establishments have achieved at least the bronze award. An ECO event providing advice and training for schools currently sitting at silver award and ready to go for green flag status was held on the 3 <sup>rd</sup> March 2011.	54%	59%	64%
Learning – Developing Communities Cultural Strategy	Provide a range of cultural activities (Service Manager Cultural Services)	Number of engagement and attendances in cultural activities (SOA)	New indicator	New indicator	-	Definition of SOA indicator to be reviewed to include attendances and engagement in Council Cultural services (libraries, museums, arts and music) together with partner figures.	Baseline to be established	-	-
Learning – Developing Communities Cultural Strategy	Provide a range of high quality arts and music development services, linked to customer need (Service Manager – Cultural Services)	Arts and Music Engagement (No. of participant sessions in arts and music development)	New indicator	New indicator	-	This is a new indicator to provide a more accurate representation of activity levels in arts development and music tuition. It is developed to have commonality with other services and with external partners, to facilitate effective benchmarking, and to align with the SOA indicator.	Baseline to be established	-	-
Learning – Developing Communities Cultural Strategy	Provide a range of high quality arts and music development services, linked to customer need	Arts and Music Attendances (No of attendees at arts and music events)	New indicator	New indicator	-	This new indicator will measure the broader usage of the Libraries service, including public attendances at events. The measure is developed to facilitate effective	Baseline to be established	-	-

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
	(Service Manager – Cultural Services)					benchmarking with other services and partners.			
Learning – Developing Communities Cultural Strategy	Provide high quality library services, linked to customer need  (Service Manager Cultural Services)	Library borrowers as a % of the resident population <sup>32</sup>	19.0%	08/09: 18.5% 09/10: 18.6% <sup>33</sup> 10/11: 18.6%	→	The number of borrowers for this period is 27,216, an increase of 34 on the same period last year.	19.2%	19.4%	19.6%
Learning – Developing Communities Cultural Strategy	Provide high quality library services, linked to customer need  (Service Manager Cultural Services)	Visits to libraries per 1,000 population <sup>34</sup>  (SPI)	4,500	08/09: 4,438 09/10: 4,566 <sup>35</sup> 10/11: 5,326  <i>Including virtual visits:</i> 10/11: 5,651	↑	The total number of visits in this period is 777,247. The increase in visits is due to the Community Library developments in the campuses and the continued success of outreach programmes such as Bookbug and Books Aloud. However the underlying trend in almost all the smaller community libraries and the mobile service is a slight decrease in footfall which reflects national trends in library usage.  In 2010/11 there were 47,381 virtual visits.	4,550	4,560	4,580
Learning – Developing Communities Cultural	Provide high quality library services, linked to customer need	Libraries engagement  (No. of participant	New Indicator 2011/12	New indicator 2011/12	-	This new indicator will measure the higher impact, targeted activities of the Libraries Service. It will	Baseline to be established	-	-

<sup>32</sup> This indicator measures people the first time they borrow in each year.

<sup>33</sup> Figures for SPIs were revised with the publication of updated population statistics for 2009.

<sup>34</sup> Excludes virtual visits

<sup>35</sup> Figures for SPIs were revised with the publication of updated population statistics for 2009.

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
Strategy	(Service Manager - Cultural Services)	sessions in libraries)				provide a more balanced overview than the SPI's. The measure is developed to facilitate effective benchmarking with other services and partners.			
Learning – Developing Communities Cultural Strategy	Provide high quality library services, linked to customer need  (Service Manager - Cultural Services)	Libraries attendances  (No. of attendees at libraries events)	New Indicator 2011/12	New indicator 2011/12	-	This new indicator will measure the broader usage of the Libraries service, including public attendances at events. The measure is developed to facilitate effective benchmarking with other services and partners.	Baseline to be established	-	-
Learning – Developing Communities Cultural Strategy	Provide high quality museum services, linked to customer need  (Service Manager - Cultural Services)	The number of visits to/usage of Council funded or part-funded museums per 1,000 population <sup>36</sup>  (SPI)	760 per 1,000	08/09: 749 visits 09/10: 893 visits <sup>37</sup> 10/11: 882 visits  <i>Inc. independent museums receiving curatorial support 09/10: 1, 327 visits 10/11: 1,409 visits</i>	↑	The number of visits/usages was 128,676 and in person was 111,273. The increase in visits in person is in part due to a much stronger range of exhibitions, including the national Andy Warhol exhibition, the “Skin & Bones” exhibition which is financially supported by Perth 800 and the Laing photographic archive display (Alyth Museum). Increased resources were allocated for marketing these events, and the increase reflects the success of that effort. External talks and webhits have decreased.	800 per 1,000	830 per 1,000	840 per 1,000
Learning – Developing Communities Cultural Strategy	Provide high quality museum services, linked to customer need  (Service Manager - Cultural Services)	The number of visits to/usage of Council funded or part-funded museums that were in person per 1,000 population <sup>38</sup>	700 per 1,000	08/09: 668 visits 09/10: 758 visits <sup>39</sup> 10/11: 763 visits  <i>Inc. independent museums receiving curatorial support 09/10: 1,192 visits</i>	↑		720 per 1,000	725 per 1,000	730 per 1,000

<sup>36</sup> Excludes independent museums receiving curatorial support

<sup>37</sup> Figures for SPIs were revised with the publication of updated population statistics for 2009.

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
		(SPI)		10/11: 1,290 visits		Adlib online collection management software including digitisation of collections currently being developed.			
Learning – Developing Communities Cultural Strategy	Provide high quality museum services, linked to customer need  (Service Manager - Cultural Services)	Heritage engagement  (No. of participant sessions in heritage services)	New Indicator 2011/12	New indicator 2011/12	-	This new indicator will measure the higher impact, targeted activities of the Heritage Service. It will provide a more balanced overview than the SPI's. The measure is developed to facilitate effective benchmarking with other services and partners.	Baseline to be established	-	-
Learning – Developing Communities Cultural Strategy	Provide high quality museum services, linked to customer need  (Service Manager - Cultural Services)	Heritage attendances  (No. of attendees at heritage service events)	New Indicator 2011/12	New indicator 2011/12	-	This new indicator will measure the broader usage of the Heritage service, including public attendances at events. The measure is developed to facilitate effective benchmarking with other services and partners.	Baseline to be established	-	-
Learning – Developing Communities Cultural Strategy	Provide high quality cultural services, linked to customer need  (Service Manager - Cultural Services)	Cultural services engagement  (No. of participant sessions in PKC cultural services)	New Indicator 2011/12	New indicator 2011/12	-	This new indicator will measure the broader usage of all cultural services, including public attendances at events. The measure is developed to facilitate effective benchmarking with other services and partners	Baseline to be established	-	-

<sup>38</sup> Excludes independent museums receiving curatorial support

<sup>39</sup> Figures for SPIs were revised with the publication of updated population statistics for 2009.

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
Learning – Developing Communities Cultural Strategy	Provide high quality cultural services, linked to customer need  (Service Manager - Cultural Services)	Cultural services attendances  (No. of attendees at all PKC cultural services' events)	New Indicator 2011/12	New indicator 2011/12	-	This new indicator will measure the broader usage of all cultural services, including public attendances at events. The measure is developed to facilitate effective benchmarking with other services and partners	Baseline to be established	-	-
Learning – Developing Communities Cultural Strategy	Provide high quality museum services, linked to customer need (Service Manager - Cultural Services)	No of cultural services users reporting positive satisfaction	New Indicator 2011/12	New indicator 2011/12	-		Baseline to be established	-	-
Inclusion and Equality: Youth Justice	Reduce youth offending  (Head of Children and Families' Services)	Number of persistent young offenders  (SOA)	15-20	08/09: 20 persistent young offenders  09/10: 17 persistent young offenders  As at January 2011: 10 persistent young offenders  Full year figures available from SCRA <sup>40</sup> in May.	↑	Continued emphasis on early identification and restorative approaches at schools. Co- ordination of appropriate services such as Early Intervention Panel, Youth Referral Group, and the Right Track deferred sentencing programme continue to target support for persistent young offenders.	15-20	15-20	15 -20

<sup>40</sup> Scottish Children's Reporter Administration

**Key Service Objective:** Develop caring and confident communities

**National Outcome:** Our young people are successful learners, confident individuals, effective contributors and responsible citizens. (4)  
We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others. (11)

**Local Outcome:** Our communities will be vibrant and active. (11)

**Net Cost 2011/12:** 3,550,000

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
Learning – Developing Communities: Community Learning and Development	Provide a range of learning opportunities for adults in communities  (Service Manager – Communities)	Number of adult contacts involved in learning opportunities in their communities	14,200	9/10: 9,317 contacts  10/11: 8,927 contacts <sup>41</sup>	↓	We continue to work with adults to provide a range of opportunities for example through the North Perth Community School team around family learning.	14,200	14,250	14,300
Learning – Developing Communities: Community Learning and Development	Provide support to community groups/individuals to be involved in the development of their community and to actively participate in decision making processes  (Service Manager – Communities)	Number of community organisations receiving support from the Community Capacity Team	125	08/09: 109 09/10: 121 10/11: 142	↑	Demand for capacity building support continues to increase and the establishments of the campuses and Campus Partnerships has contributed to that. The team are involved in a wide variety of work which includes: social enterprises, inclusion projects, health and wellbeing and environmental initiatives.	130	135	140
Learning – Developing Communities: Community Learning and Development	Provide support to community groups/individuals to be involved in the development of their community and to actively participate in decision making processes  (Service Manager – Communities)	Number of community organisations receiving financial support from the Council	140	08/09: 139 09/10: 136 10/11: 135	↓	In addition to financial support, the community capacity team delivers support to communities to access resources, including funding.	140	140	140

<sup>41</sup> A new MIS system is being introduced. During this transitional year, this indicator measures the number of contacts with the Adult Literacy and Adult Learning Teams and is therefore not comparable with the figures previously reported. Comparable figures for 2009/10 have been provided above.

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 2010/11	Target		
			10/11				11/12	12/13	13/14
Learning – Developing Communities: Community Learning and Development	Provide support to community groups/individuals to be involved in the development of their community and to actively participate in decision making processes  (Service Manager – Communities)	Number of local people involved in community development	8,500	09/10: 9,274 10/11: 15,345 <sup>42</sup> :	↑	All areas now have Community Learning and Development Partnerships and Campus Partnerships are being established. The promotion of the new campuses was also a key area for the team to make contact with community groups.	8,700	8,750	8,800
Learning – Developing Communities: Community Learning and Development	Continued development of the Community Campuses  (Service Manager – Communities)	Satisfaction with community campuses	New indicator	New indicator	-		Baselin e to be establis hed	-	-

<sup>42</sup> A new MIS system is being introduced. During this transitional year, this indicator measures the number of contacts with the Community Capacity Building Team and is therefore not comparable with the figures previously reported. Comparable figures for 2009/10 have been provided above.

**Key Service Objective:** To provide a stable, secure and fit for purpose Information and Communications Technology (ICT) infrastructure that will support the delivery of Council services.

**National Outcome:** Our public services are high quality, continually improving, efficient and responsive to local people's needs (15)

**Local Outcome:** Our services will be responsive, of high quality and continually improving (15)

**Net Cost 2011/12:** 5,318,000

Policy/ Strategy Area	Activity and outcome (Lead Officer)	Relevant Indicators (Source)	Target	Performance Data and Trend	↓ → ↑	Comments on performance during 1010/11	Target		
			10/11				11/12	12/13	13/14
Council ICT Strategy	To provide an appropriate and secure technical infrastructure, support mechanisms and professional skill level to underpin the ICT service across the Council. (Head of IT)	% of customers rating fault resolution as 8 or better (1 = extremely dissatisfied and 10 extremely satisfied.)	88%	08/09: 88% 09/10: 86% 10/11: 90%	↑	We are planning to review this process in conjunction with Council wide satisfaction surveys and partnership agreements.	89%	90%	90%
		% of Priority 1 incidents responded to within 1 hour	95%	Changed indicator 10/11: 92%	-	To review internal process for reporting and management of Priority 1 calls.	95%	95%	95%
		% of Priority 1 incidents resolved within 1 working day	90%	Changed indicator 10/11: 83%	-	A larger percentage (than previously anticipated) of Priority 1 calls could not be resolved within 1 working day due to the affected service being provided by a third party. Ongoing meetings with service providers to discuss current service levels	85%	85%	85%
		% of School ICT support calls resolved within agreed time scale	95%	08/09: 93% 09/10: 93% 10/11: 95%	↑	Continued high level of performance in addition to the delivery of key projects such as Investment in Learning and Microsoft Migration.	94%	92%	92%
							Revised targets in line with agreed service provision levels.		

## Part 3(ii): Joint Improvement Plan and Annual Performance Report 2011/14

HGIOC area for Improvement	Link to service objective	Action and outcome (Lead responsibility)	Delivery timescales	Comments on progress made during 2010/11
<b>What key outcomes have we achieved?</b>				
Key performance outcomes	Raise standards of performance and achievement	<p><b>Raise attainment and achievement</b></p> <p>Improve the quality of teaching and learning in all schools through:</p> <ul style="list-style-type: none"> <li>• Further training and support for Cooperative Learning approaches</li> <li>• Implement a systematic tracking and monitoring of attainment system in all schools through SEEMIS</li> <li>• Further develop the curriculum in line with the values, purposes and principles of CfE</li> </ul> <p>(Heads of Education)</p>	2011-2014	<p>Almost 70% of the teaching staff have been trained in Cooperative Learning. Training for senior managers in schools to best embed cooperative learning in their school has also been arranged. 6 “in-house” trainers are undergoing training and will be able to be used flexibly to train and support staff in all schools throughout next session. All secondary schools are now using the tracking of attainment facility in SEEMIS. All primary schools will use this (or similar) once it has been updated to support new CfE levels of achievement. All schools are implementing revised curriculum structures and approaches to learning and teaching in accordance with the Education Services Service Improvement Plan and their own School Improvement Plans.</p> <p><i>Links: HMIe Validated Self Evaluation of Education Services 2010.</i></p>
Key performance outcomes	Raise standards of performance and achievement	<p><b>Develop more systematic ways of recording and recognising young peoples’ wider achievement.</b></p> <ul style="list-style-type: none"> <li>• Develop an electronic system that combines the functionality of both SEEMIS and GLOW to enable staff and young people to contribute to an electronic system of profiling.</li> </ul> <p>(Heads of Education and Head of Cultural and Community Services)</p>	By June 2011 the system should be in place ready to roll out to all schools for session 2011/12	<p>Key areas of work include piloting an online system for recording achievement alongside ensuring that staff working with young people are skilled in encouraging learners to reflect on their learning and wider achievement. Planning is underway in this area and the newly appointed Education Support Officer Team will all contribute to this development which will be led by two service managers from ES and CCS respectively. A small team are currently working with colleagues from SEEMIS and GLOW to establish a system whereby staff and young people can identify and record areas of specific achievement into an “e-portfolio”.</p> <p><i>Links: Improvement Action BMIP 2010/11, HMIe Validated Self Evaluation of Education Services 2010 and HMIe Inspection of the Learning Community Surrounding Perth Academy 2010.</i></p>

HGIOC area for Improvement	Link to service objective	Action and outcome (Lead responsibility)	Delivery timescales	Comments on progress made during 2010/11
<b>How well do we meet the needs of our stakeholders?</b>				
Impact on service users	Raise standards of performance and achievement	<b>Ensure all schools have a clear curriculum model in line with values, purposes and principles of Curriculum for Excellence (CfE).</b>  (Heads of Education)	2011-2014	We have made sustained and good progress with implementation in line with Creating a Curriculum for Excellence. All schools have reviewed and are implementing approaches to developing curricular areas, taking account of the Curriculum for Excellence experiences and outcomes with a clear focus on improving the quality of the learning experiences for all children and young people. All early years and primary schools have revised their curriculum structures building on the core skills development in Literacy, Numeracy and Health and Wellbeing. All secondary schools have developed revised curriculum structures for the broad general education S1-3 phase. Work is underway to develop both a Perth and Kinross and school specific senior phase models to align with the broad general education phase of S1-3 and to incorporate the new national qualifications framework.  <i>Links: Transformational Change Programme.</i>
Impact on service users	Develop the range and quality of learning experiences for all	<b>Extend the range of quality of provision for children and young people with social, emotional and behavioural needs</b> <ul style="list-style-type: none"> <li>Identify physical location for provision for SEBD S2-4</li> <li>Construct staffing model / clarify specific model of provision with associated costings</li> <li>Further Develop Nurture provision within secondary sector</li> </ul> (Head of Education: Secondary and Inclusion)	2011-2014	A business case was constructed to consider development of SEBD provision for S2-4 as part of transformational change. This included possible reintegration into authority for pupils placed in residential schools.  <u>Outcomes</u> <ul style="list-style-type: none"> <li>Reduction in part-time timetables in S2-4</li> <li>Reduction in school exclusions in S2-4</li> <li>Increased achievement for MCMC cohort with progression to positive destinations</li> </ul> <i>Links: HMIE Validated Self Evaluation of Education Services 2010.</i>
Impact on service users	Develop the range and quality of learning experiences for all	<b>Implement improvement actions from Validated self evaluation (themed reports)</b>  (Heads of Education)	2011-2014	Work is well underway in all the areas identified. For example, the self evaluation pro-forma has been updated to embed a school's progress towards meeting the standard for Improving Health, Improving Learning and a Cooperative Learning Strategy group is established and is developing a sustainable approach to future training of staff in cooperative learning

HGIOC area for Improvement	Link to service objective	Action and outcome (Lead responsibility)	Delivery timescales	Comments on progress made during 2010/11
				<p>approaches. The School Improvement Framework has now been redesigned and the validation process for this work has also been revised to ensure that partner agencies and accredited school staff are fully involved in the accreditation process. Each school's Standards and Quality Report, Learning and Teaching section, has been scrutinised to ensure the section is evaluative and focused appropriately on the core business of the school.</p> <p><i>Link: Improvement Action BMIP 2010/11, HMIE Validated Self Evaluation of Education Services 2010.</i></p>
Impact on service users	Develop the range and quality of learning experiences for all	<p><b>Fully implement all actions identified through our Early Years Review.</b></p> <p><i>(Head of Education: Early Years and Primary)</i></p>	2011-2014	<p>Our plans to develop a series of Early Years hubs and integrated services in a number of rural areas are well under way. We are also extending full-time nursery provision – ensuring access to a teacher for all children – and strengthening services for children from birth to three years old.</p> <p><i>Links: Review of Early Years Provision and implementation of the Early Years Strategy, Transformational Change Programme.</i></p>
Impact on service users	Keep individuals safe and protected	<p><b>Improve seeking and recording of children's views by Children and Families staff</b></p> <p><i>(Head of Children and Families' Services)</i></p>	March 2012	<p>Within each team plan there are elements of engagement and involvement work to reflect and support seeking and recording children and family views. This work is undertaken through face to face meetings, questionnaires, use of appropriate assessment tools, involvement in decision making, 'Right Blether' national campaign. For example at Wellbank, young people contribute/feedback to the selection of new staff and the daily running of the service.</p> <p><i>Links: HMIE Joint inspection of services to protect children and young people in Perth and Kinross.</i></p>
Impact on service users	Keep individuals safe and protected	<p><b>Implement the Improvement Plan arising from the Joint Inspection of Services to Protect Children and Young People in Perth and Kinross.</b></p> <ul style="list-style-type: none"> <li>Embed integrated assessment framework and guidance</li> </ul>	May 2011	<p>Good progress has been made with the implementation of the improvement plan. Work continues to address the developments highlighted below.</p> <ul style="list-style-type: none"> <li>Piloted in August 2010 and due to feedback by end of 2010 for evaluation</li> <li>Design of course to be agreed. Roll out programme being</li> </ul>

HGIOC area for Improvement	Link to service objective	Action and outcome (Lead responsibility)	Delivery timescales	Comments on progress made during 2010/11
		<ul style="list-style-type: none"> <li>Implement training for practitioners on recording of chronological information</li> <li>Service wide self evaluation of prioritised child protection quality indicators as agreed at CPC.</li> </ul> (Head of Children and Families' Services)	June 2011  May 2011	discussed <ul style="list-style-type: none"> <li>Quality indicators to be evaluated identified and agreed by Child Protection Committee (CPC). Teams notified of process and time-line.</li> </ul> Links: Improvement Action BMIP 2010/11, HMie Joint inspection of services to protect children and young people in Perth and Kinross.
Impact on service users	Improving health and wellbeing	<b>Review existing arrangements for service delivery across the range of cultural and community services, and implement changes where appropriate.</b>  (Head of Cultural and Community Services)	August 2011	Formal review underway. Initial consultation with staff regarding the scope, rationale and aims of the services concluded. Proposed new structure agreed by senior management and formally presented to staff and trade unions. Formal consultation taking place. Active Schools section undertaking management review.  Links: Transformational Change Programme, How Good is Our Culture and Sport.
Impact on staff	All service objectives	<b>All managers implement improvement actions as required from the employee survey.</b> (Senior Management Team)	Ongoing 2011	Results from survey distributed at a team level to managers for discussion and action with teams.
Impact on the community	Develop active and responsible citizens	<b>Explore opportunities presented by the new campuses to extend support to adults, including older people.</b> <ul style="list-style-type: none"> <li>Develop local partnerships and appropriate engagement mechanisms.</li> <li>Review service provision locally.</li> </ul> (Head of Cultural and Community Services and Campus Leaders)	Ongoing 2011	A range of cultural and learning activities and adult learning opportunities are being offered at the new campuses. Basic computing is offered at all community campuses and, in addition, from the end of October, the BBC First Click campaign has gone live targeting over 55s. We have also offered a range of other opportunities for older people including reminiscence groups, ancestry sessions and work with Healthy Community Collaboratives.  Links: Improvement Action BMIP 2010/11.
Impact on the community	Develop active and responsible citizens	<b>Review Cultural Strategy and develop a strategic framework for development of our cultural facilities.</b>	Sept 2011	Significant engagement activities undertaken. Cultural sub-group re-convened with wide membership including significant partners. Cultural Planning update reported to Committee. Two engagement sessions with elected members. Consultation undertaken on draft priorities with elected

HGIOC area for Improvement	Link to service objective	Action and outcome (Lead responsibility)	Delivery timescales	Comments on progress made during 2010/11
		(Head of Cultural and Community Services)		members, cultural sub-group and local communities.  <i>Links: Transformational Change Programme, How Good is Our Culture and Sport.</i>
Impact on the community	Raise standards of performance and achievement	<b>Undertake a review of School Estate</b>  (Head of Support Services)	Ongoing	25 August Lifelong Learning Committee approved report - Review of School Estate (Strone of Cally, Straloch, Struan and Logiealmond Primary Schools). 1 <sup>st</sup> option appraisal (Stone of Cally) approved by Council January 2011.  <i>Links: Transformational Change Programme.</i>
<b>How good is the delivery of key processes?</b>				
Delivery of key processes	Develop active and responsible citizens	<b>Review the strategic commissioning of Cultural and Leisure Services</b>  (Head of Cultural and Community Services)	March 2011	Review of contractual relationship under way. New drafts of Service Level Agreements being developed and shared with companies, with objective of implementing for 2011/12.  <i>Links: Transformational Change Programme, How Good is Our Culture and Sport.</i>
Delivery of key processes	Develop active and responsible citizens	<b>Ensure business development takes place for Community Campus</b>  (Depute Director)	March 2011 and then ongoing as core business	All six community campuses are opened and St John's Academy (Primary) is scheduled to open on 31 October 2011. Provision of support and leadership is provided by the Service Manager - Business Change. A survey has been undertaken across the campuses. Local meetings have taken place and the Partnerships are due to be tasked with the implementation of key actions based on the results of the campus survey.  <i>Links: Improvement Action BMIP 2010/11.</i>
<b>How good is our management?</b>				
Policy development and planning	Keep individuals safe and protected	<b>Update multi-agency child protection procedures</b>  (Head of Children and Families' Services)	March 2011	Updated national guidelines awaited to inform process.

HGIOC area for Improvement	Link to service objective	Action and outcome (Lead responsibility)	Delivery timescales	Comments on progress made during 2010/11
Policy development and planning	Develop active and responsible citizens	<b>Ensure a consistent and systematic approach to planning and target setting to better identify intended outcomes and evaluate progress towards these.</b> <i>(Head of Cultural and Community Services)</i>	March 2012	Executive team established, with scoping paper being developed. Project board being established.  <i>Link: HMle Validated Self Evaluation of Education Services 2010 and HMle Inspection of the Learning Community Surrounding Perth Academy 2010.</i>
Policy development and planning	All service objectives	<b>Develop more systematic ways of gathering the views of service users and take account of these in the planning and delivery of services and embed good community engagement practice across the Council and our partners.</b>  <i>(Senior Management Team)</i>	ongoing	Locality Planning and Engagement Framework developed.  <i>Links: HMle Validated Self Evaluation of Education Services 2010.</i>
Management and support of staff	All service objectives	<b>Review of ECS Management</b> (roles and responsibilities for 2 <sup>nd</sup> and 3 <sup>rd</sup> tier officers)  <i>(Depute Director)</i>	March 2012	<i>New action for 2011.</i>
Resources	Keep individuals safe and protected	<b>External Placements – increase opportunities for more children to be placed appropriately to their needs locally.</b>  <i>(Head of Children and Families' Services and Head of Education: Secondary and Inclusion)</i>	March 2012	Work continues with ASL panel to develop consistent criteria for placements. Mechanisms to maximise local support are being tested through the resource and ASL panels. Local support opportunities are explored thoroughly before placing request made. Joint monitoring by both Heads of Service is undertaken regularly.  <i>Links: Transformational Change Programme.</i>
Resources	All service objectives	<b>Review of Administration and Support Services</b>  <i>(Head of Support Services)</i>	2011-2014	A number of reviews have already been undertaken. This review will focus on the continued development of sustainable services within the context reducing resources.

HGIOC area for Improvement	Link to service objective	Action and outcome (Lead responsibility)	Delivery timescales	Comments on progress made during 2010/11
Resources	Provide a stable and fit for purpose ICT infrastructure that will support the delivery of Council services	<p><b>Review Council's ICT Strategy and benchmark against other local authorities</b></p> <p>Implement the Council's ICT Strategy and identified improvements arising from a Socitm national benchmarking exercise.</p> <p>(Head of IT)</p>	<p>April 2011</p> <p>2011 - 2013</p>	<p>First draft of revised strategy complete.</p> <p>Socitm's Benchmarking User Satisfaction survey 2009 and the Benchmarking ICT in Scotland 2010 report are being used to inform the revised strategy. The draft Benchmarking ICT report was received in mid-November 2010. Final report due in January 2011.</p> <p><i>Links: Transformational Change Programme.</i></p>
Resources	Provide a stable and fit for purpose ICT infrastructure that will support the delivery of Council services	<p><b>Remote / Mobile Working</b></p> <ul style="list-style-type: none"> <li>Design and implement an ICT infrastructure to support the remote / mobile working needs of Council Services, providing users with anytime, anywhere access to Council resources and a consistent desktop experience regardless of location.</li> </ul> <p>(Head of IT)</p>	2010 - 2012	<p>A Business Case has been developed and funding approved. A proof of concept environment is being created to verify the technical design and to ascertain the systems effectiveness against requirements. Pilot May/June 2011.</p> <p><i>Links: Transformational Change Programme.</i></p>
Resources	Provide a stable and fit for purpose ICT infrastructure that will support the delivery of Council services	<p><b>Microsoft Migration Project</b></p> <ul style="list-style-type: none"> <li>Migrate all schools and educational establishments to a Microsoft based ICT infrastructure improving systems used for learning and teaching and aligning school and corporate systems for maximum benefit in terms of cost savings, operating efficiencies and quality of service</li> </ul> <p>(Head of IT)</p>	2010 - 2014	<p>A full redesign of the schools' ICT infrastructure has been completed and set-up within a test environment. A pilot project at 4 schools is underway and will be evaluated / reported on by April 2011.</p> <p><i>Links: Transformational Change Programme.</i></p>
<b>How good is our leadership?</b>				
Leadership	All service objectives	<p><b>Review the Statement of Intent and Policy Framework</b></p> <p>(Depute Director)</p>	March 2011	<p>The Statement of Intent has been completed. On target to revise Policy Framework by March 2011.</p> <p><i>Links: Improvement Action BMIP 2010/11.</i></p>

HGIOC area for Improvement	Link to service objective	Action and outcome <i>(Lead responsibility)</i>	Delivery timescales	Comments on progress made during 2010/11
Leadership	All service objectives	<b>Review and support governance arrangements relevant to themed Community Planning Partnerships.</b>  <i>(Depute Director)</i>	May 2011	<i>New action for 2011.</i>

## Part 4: Changed and Deleted Indicators

	Policy/ Strategy Area	Action and outcome (Lead responsibility)	Relevant Indicators (Source)	Target 2010/11	Performance data and trend	↓ → ↑	Comments on performance during 2010/11	Reason for deletion
1	Maximising Resources	Health & Safety Support (Service Manager)	Satisfaction with Health and Safety support	>90%	08/09: 82% <sup>43</sup> 09/10: 96% 10/11: 100%	↑	The Health & Safety Support team have worked extremely hard to better meet the needs of its customers through redesigning training courses, providing supporting information quickly and assisting managers throughout the Service with queries and concerns.	As the Health and Safety Service is being centralised within TES this performance indicator will pass for TES to monitor and report in future.
2	Inclusion and Equality: Looked After Children Strategy	Implementation of Looked After Children Strategy (Service Manager – Looked After Services)	Number of accommodated children with advocate identified through the Corporate Parenting Strategy	40 children  Target revised to 30 by MOG <sup>44</sup>	As at March 2011: 23	-	2 additional young people have been identified and these will be allocated a Corporate Parent as soon as practicable.	This indicator will be monitored by the Member Officer Working Group
3	Inclusion and Equality: Additional Support for Learning	Children with additional support needs receive the level of service in line with assessed needs  (Service Manager – Fieldwork Services)	% overnight respite nights <u>not in</u> a care home	12%	09/10: 10.7% 10/11: 10.4%	→	This figure remains relatively stable against the target of 12%. However it remains an improvement area.	Replaced by indicator measuring the number of 24 hour overnight respite periods provided not in a care home to improve consistency of reporting with nights in a care home.

<sup>43</sup> Measured by speed of response, accessibility of information on eric, training and availability. 09/10 and 10/11 measured by ECS Support Services Customer Questionnaire – How would you rate the service provided by the Health & Safety Support Team

<sup>44</sup>MOG: Member Officer Working Group

	Policy/ Strategy Area	Action and outcome (Lead responsibility)	Relevant Indicators (Source)	Target 2010/11	Performance data and trend	↓ → ↑	Comments on performance during 2010/11	Reason for deletion
4	Learning – Realising Potential: Attainment & Achievement	Implementation of the Raising Achievement Strategy  (Head of Education – Early Years and Primary)	% primary school pupils across P3, P4, P6 and P7 achieving the appropriate level: mathematics	89%	AY 05/06: 84.5% AY 06/07: 85.7% AY 07/08: 87.1% AY 08/09: 87.6% AY 09/10: 86.7%	↑ <sup>45</sup>	Currently work is underway to establish agreed standards against which teachers will moderate and report progress of pupil's learning. These standards will enable us to make a relative comparison of progress against the most recently reported 5-14 data. This development work will be reported on by June 2011.	Introduction of Curriculum for Excellence means that reporting 5-14 will change and we will not be able to report on these indicators. See above for new indicators
5	Learning – Realising Potential: Attainment & Achievement	Implementation of the Raising Achievement Strategy  (Head of Education – Early Years and Primary)	% primary school pupils across P3, P4, P6 and P7 achieving the appropriate level: reading	87%	AY 05/06: 83.1% AY 06/07: 84.2% AY 07/08: 83.8% AY 08/09: 83.9% AY 09/10: 84.1%	↑		
6	Learning – Realising Potential: Attainment & Achievement	Implementation of the Raising Achievement Strategy  (Head of Education – Early Years and Primary)	% primary school pupils across P3, P4, P6 and P7 achieving the appropriate level: writing	79%	AY 05/06: 75.6% AY 06/07: 76.7% AY 07/08: 76.4% AY 08/09: 76.9% AY 09/10: 76.7%	↑		
7	Learning – Realising Potential: Attainment & Achievement	Implementation of the Raising Achievement Strategy  (Head of Education – Secondary and Inclusion)	% of secondary school pupils in S2 achieving E and beyond: mathematics	72%	AY 05/06: 68.1% AY 06/07: 69.5% AY 07/08: 68.8% AY 08/09: 69.7% AY 09/10: 70.0%	↑	AY 2010/11 due to report in September 2011 and reported together with SQA results.  The school improvement process is now well established and we continue to take steps to raise attainment. This	Introduction of Curriculum for Excellence means that this will be the final year for reporting against 5-14 indicators at S2. See above for new indicators.

<sup>45</sup> 5-14 trends measured over 5 years in line with HMIE.

	Policy/ Strategy Area	Action and outcome (Lead responsibility)	Relevant Indicators (Source)	Target 2010/11	Performance data and trend	↓ → ↑	Comments on performance during 2010/11	Reason for deletion
8	Learning – Realising Potential: Attainment & Achievement	Implementation of the Raising Achievement Strategy  Head of Education – Secondary and Inclusion)	% of secondary school pupils in S2 achieving E and beyond: reading	77%	AY 05/06: 68.2% AY 06/07: 70.2% AY 07/08: 74.8% AY 08/09: 75.9% AY 09/10: 73.1%	↑	includes continuing to improve the quality of learning and teaching by increasing the number of teachers trained in cooperative learning and developing leadership at Secondary departmental level and within senior management teams in primary school.	
9	Learning – Realising Potential: Attainment & Achievement	Implementation of the Raising Achievement Strategy  Head of Education – Secondary and Inclusion)	% of secondary school pupils in S2 achieving E and beyond: writing  (SOA)	67%	AY 05/06: 58.8% AY 06/07: 57.8% AY 07/08: 62.6% AY 08/09: 63.9% AY 09/10: 58.8%	↓		
10	Communication and Consultation: Standard for Working Together	Implementation of Standards for Working Together  (Heads of Education)	Staff consultative committees will operate effectively in schools.	100%	AY 08/09: 100% AY 09/10: 100%	→	An agreed sampling programme of visits was drawn up between the professional associations and the two heads of service for education services. This survey has shown that there is a high level of collegiate working occurring in many of or the schools sampled. Both the management in schools and classroom teachers recognise the importance of reaching a working time agreement that helps to address the issue of workload for schools. Overall, the eleven schools sampled provide ample evidence that	This is reported through Joint Negotiating Committee for Teachers (JNCT) and monitored through a three year cycle of evaluation.

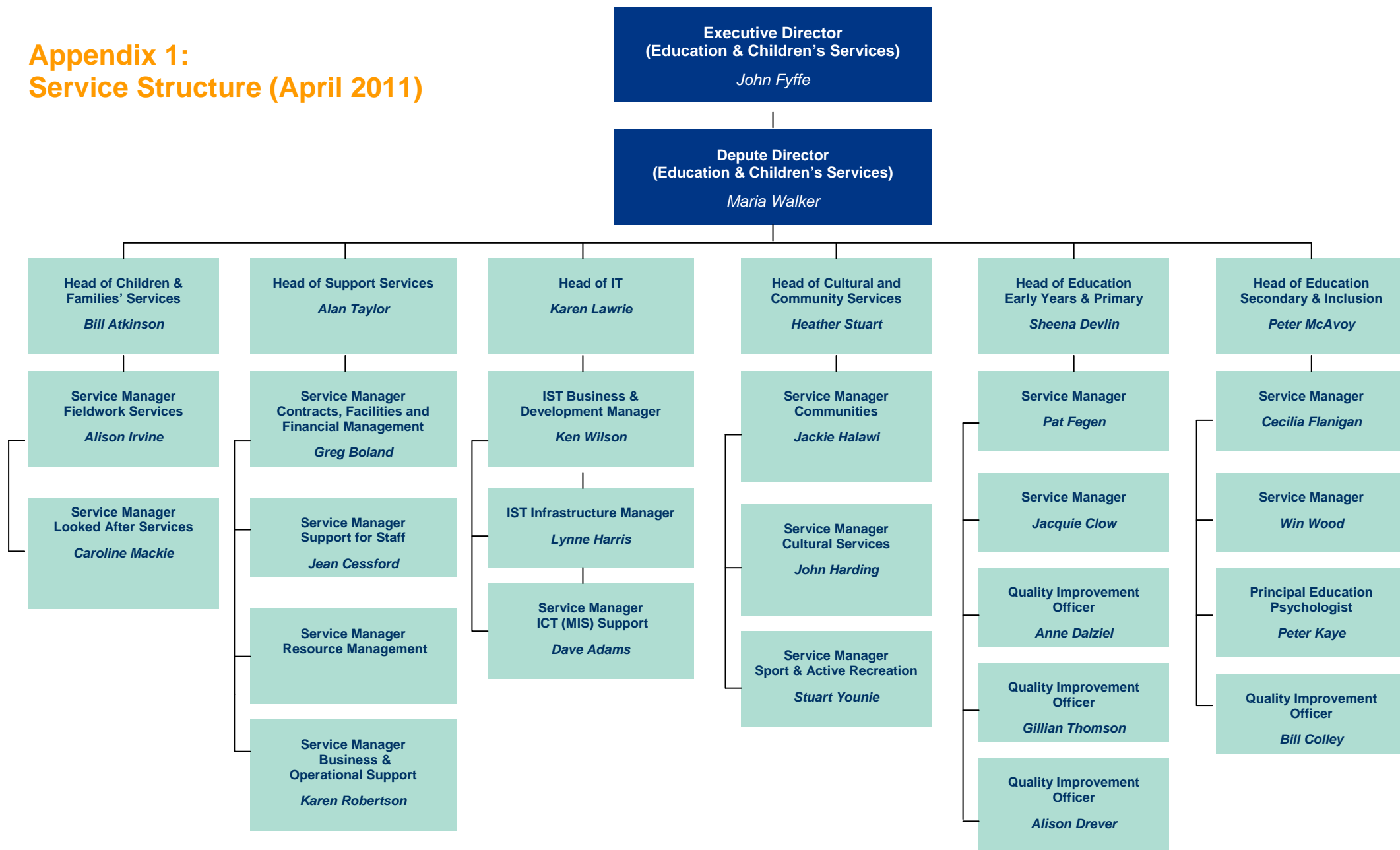
	Policy/ Strategy Area	Action and outcome (Lead responsibility)	Relevant Indicators (Source)	Target 2010/11	Performance data and trend	↓ → ↑	Comments on performance during 2010/11	Reason for deletion
							there is much good work taking place in this area.	
11	Learning - Realising Potential: Raising Achievement Strategy	Implementation of the Raising Achievement Strategy (Head of Education – Secondary and Inclusion)	Average educational tariff score for S4 pupils	1 point increase	AY 07/08: 178 AY 08/09: 176 AY 09/10: 185	↑	AY 2010/11 due to report in September 2011. The school improvement process is now well established and we continue to take steps to raise attainment.	Attainment will continue to be monitored through key performance indicators outlined above.
12	Learning – Developing Communities: Community Learning and Development	Support community engagement  (Service Manager - Cultural & Community Services)	% residents surveyed who say the community capacity teams provide a good or very good service	95-97%	08/09: 97% 09/10: 94% 10/11: 97%	→	High satisfaction with support from the Community Capacity Building Team. In order to maintain this, the detailed comments from service users will be used to identify areas for improvement in the 2011-2012 Team Plan. Feedback on the Outcomes has highlighted greater work is need on supporting social diversity in community organisations and this work is currently being explored by the Team.	Satisfaction measure replaced with measure of impact
13	Council ICT Strategy	To continue to develop and manage the Corporate Address Gazetteer (CAG) (Head of IT)	Frequency of supply of full CAG exports to the National Gazetteer	Monthly	100% monthly updates undertaken	→	Consistently reported 100% over the last few years.	Awaiting national guidance on a suitable PI for this area.
14	Learning – Developing	Provide childcare services to meet	Number of childcare places provided directly	3,300 places	08/09: 4,136 09/10: <sup>46</sup> 2,550	↓	Although the number of places had reduced over the past year,	Replaced by indicator which measures the %

<sup>46</sup> Since 2008/09 there has been a change to the monitoring system – to count the number of childcare places rather than the number of sessions.

	Policy/ Strategy Area	Action and outcome (Lead responsibility)	Relevant Indicators (Source)	Target 2010/11	Performance data and trend	↓ → ↑	Comments on performance during 2010/11	Reason for deletion
	Communities: Childcare Strategy	identified needs (Head of Education – Early Years and Primary)	through the Childcare Strategy		10/11: 2,167		the number of sessions per child has increased. Playstart income is on target.	capacity of childcare places at Kids Clubs and Wraparound Care services and % capacity of childcare places at Playstart Creches
15	Learning – Developing Communities Cultural Strategy	Provide a range of cultural activities (arts and music only)  (Service Manager Cultural Services)	Number of participants in cultural activities  (SOA)	8,202	08/09: 8,041 09/10: 14,306 <sup>47</sup> 10/11: 13,078  <i>Including libraries, heritage and partners: 1,341,282</i>	→	The StART festival takes place every two years. It was therefore anticipated that this years' figures for art would be lower than last year. Excluding StART festival figures from last year, figures for arts and music participation have increased.  Together with activities across libraries and heritage and the community planning partnership over one million people were involved in cultural activities in 2010/11.	Following a review of cultural indicators the definition of the SOA indicator has been widened to capture high impact participation work and bring consistency across the community planning partnership.  Replaced by 2 indicators measuring arts and music engagement and attendances and a revised SOA indicator - number of engagement and attendances in cultural activities.

<sup>47</sup> Figures updated in November 2010 to show music figures in correct year.

## Appendix 1: Service Structure (April 2011)



## Appendix 2: Employee Engagement Survey

1,390 employees in Education and Children's Services responded to the 2010 Employee Engagement Survey - a response rate of 41.3%. Service level results are summarised in the table below and compared with the results of the 2008 pilot survey and the 2009 full Council survey.

		2008 Pilot %	2009 Survey %	2010 Survey %	2009/10 Change %
1. I am clear what is expected of me at work.	Agree	90.9	93.9	91.0	Down 2.9%
	Neither agree nor disagree	5.2	4.0	5.6	
	Disagree	2.7	2.0	3.4	
2. I am treated fairly at work.	Agree	85.6	89.7	86.7	Down 4%
	Neither agree nor disagree	9.9	7.2	9.9	
	Disagree	3.2	2.8	4.4	
3. There is a good fit between the job I do and my skills and abilities.	Agree	86.8	90.2	87.2	Down 3%
	Neither agree nor disagree	7.8	5.8	8.3	
	Disagree	3.9	3.2	4.4	
4. I have the right tools, equipment and information to do my work effectively.	Agree	70.4	73.3	75.0	Up 1.7%
	Neither agree nor disagree	14.8	14.5	13.9	
	Disagree	13.0	11.4	11.1	
5. My role provides me with a daily opportunity to use my strengths.	Agree	81.0	86.5	84.0	Down 2.5%
	Neither agree nor disagree	11.2	8.4	10.9	
	Disagree	5.3	3.4	5.0	
6. I receive regular recognition and praise on my performance at work.	Agree	59.4	62.5	62.9	Up 0.4%
	Neither agree nor disagree	22.5	22.9	21.0	
	Disagree	16.0	13.7	16.0	
7. At work my development is encouraged and supported.	Agree	70.0	74.2	71.1	Down 3.1%
	Neither agree nor disagree	18.9	17.9	18.5	
	Disagree	9.2	6.9	10.4	
8. I am treated as an individual.	Agree	80.1	83.6	81.8	Down 1.8%
	Neither agree nor disagree	13.6	11.7	11.4	
	Disagree	4.3	3.5	6.8	
9. At work my views and opinions seem to count.	Agree	68.7	74.9	72.1	Down 2.8%
	Neither agree nor disagree	21.5	16.7	18.6	
	Disagree	8.0	7.2	9.3	

		2008 Pilot %	2009 Survey %	2010 Survey %	2009/10 Change %
10. My team has a good team spirit.	Agree	78.0	80.1	75.1	Down 5%
	Neither agree nor disagree	11.3	13.5	14.5	
	Disagree	9.1	5.1	10.4	
11. The people I work with are committed to doing their best.	Agree	87.9	90.2	88.4	Down 1.8%
	Neither agree nor disagree	8.1	7.2	8.4	
	Disagree	1.9	1.2	3.2	
12. I know how my job contributes to the Council's objectives.	Agree	76.6	78.4	79.2	Up 0.8%
	Neither agree nor disagree	17.9	16.2	16.6	
	Disagree	4.0	4.2	4.3	
13. I am given the freedom to solve problems.	Agree	76.4	79.8	80.1	Up 0.3%
	Neither agree nor disagree	16.3	14.7	15.1	
	Disagree	5.5	4.2	4.8	
14. My team are passionate about delivering excellent customer service.	Agree	83.2	85.1	85.7	Up 0.6%
	Neither agree nor disagree	13.0	11.3	10.9	
	Disagree	2.3	1.8	3.4	
15. Any problems that could stop me giving the best customer service are dealt with.	Agree	60.3	66.3	65.1	Down 1.2%
	Neither agree nor disagree	26.4	23.8	23.2	
	Disagree	11.6	8.5	11.7	
16. I have sufficient opportunities to raise issues with my manager about change at work.	Agree		81.3	78.1	Down 3.2%
	Neither agree nor disagree		12.0	12.8	
	Disagree		5.9	9.2	
17. I have a manageable workload.	Agree		61.7	59.5	Down 2.2%
	Neither agree nor disagree		19.3	20.8	
	Disagree		18.2	19.7	
18A. I have received information from my manager about the financial challenges facing the Council.	Agree			71.6	0.3% Down on PKC Average
	Neither agree nor disagree			15.4	
	Disagree			12.9	
18B. I have been given the opportunity to identify where costs may be reduced in my area of activity.	Agree			43.2	2.8% Down on PKC Average
	Neither agree nor disagree			29.1	
	Disagree			27.7	

Percentages may not add up to 100% as some respondents may not have answered the question, or due to rounding of figures

## Appendix 3: Glossary of Terms

Alternatives to exclusion	Pupils whose education is disrupted by social, emotional and behavioural difficulties are among the most vulnerable. We need to use a range of approaches to prevent pupils developing difficulties in the first place and help those who do have problems to re-engage effectively with the educational process. The range of strategies that are used by teachers, schools and the education authority are often referred to as 'alternatives to exclusion'. Such measures might include school based strategies for promoting positive behaviour to authority run off site facilities such as the reintegration project.
Award Scheme Development and Accreditation Network (ASDAN)	<a href="#">ASDAN</a> is a charitable social enterprise with awarding body status, providing courses to more than 6,000 UK and international schools, colleges, youth centres and training providers. ASDAN's programmes and qualifications offer flexible ways to accredit skills for learning, skills for employment and skills for life. For further information see <a href="http://www.asdan.org.uk">www.asdan.org.uk</a>
Additional Support Needs (ASN)	The new concept of additional support needs refers to any child or young person who, for whatever reason, requires additional support for learning. Additional Support Needs can arise from any factor which causes a barrier to learning, whether that factor relates to social, emotional, cognitive, linguistic, disability, or family and care circumstances and learning environment.
Business Management and Improvement Plan (BMIP)	<a href="#">Joint Business Management and Improvement Plans (BMIP) and Annual Performance Reports</a> are produced annually and set out key action and improvement plan targets for the Service. For further information see <a href="http://www.pkc.gov.uk">www.pkc.gov.uk</a>
Bounce Back	Over the past two years, as part of the Raising Achievement Strategy, primary schools in Perth and Kinross have introduced Bounce Back. The programme is aimed at building children's resilience by directly teaching personal coping skills and by creating school environments that are conducive to pupils' wellbeing.
Change is a Must	Change is a Must is a new multi-agency team formed in July 2010 aiming to work intensively with families affected by parental substance misuse where there are children from pre-birth to 8 years of age who are deemed to be at significant risk of harm.
Child Protection Committee (CPC)	<a href="#">Child Protection Committees</a> (CPC) are multi-agency bodies established at local authority level throughout Scotland to ensure that strategies and services are coordinated to protect children and keep them safe. Membership is drawn from the main statutory agencies which have responsibilities for protecting children, namely Social Work, Education, Housing, Police, Health, Procurator Fiscal and Reporter to the Children's Hearing (SCRA), and also representatives from the voluntary sector. Committees can also invite contribution from individuals with particular skills or expertise that would enhance the functioning of the committee. For further information see <a href="http://www.pkc.gov.uk">www.pkc.gov.uk</a> >social care and health/childcare and family care>child protection
Child Protection Register	Every local authority has a duty to protect children from significant harm. The child protection register is a confidential list of names of children who are assessed as being at risk of significant harm. For further information see <a href="http://www.pkc.gov.uk">www.pkc.gov.uk</a> >social care and health/childcare and family care>child protection
Crisis, Aggression, Limitation and Management training (CALM)	Crisis, Aggression, Limitation and Management training for teaching and non teaching staff to support the management of challenging behaviour.

Co-ordinated Support Plan (CSP)	The CSP is a statutory document for children and young people who have additional support needs arising from complex or multiple factors which require a high degree of co-ordination of support from education authorities and other agencies (specified in the ASL Act) in order that their needs can be met.
Curriculum for Excellence (CfE)	The Scottish Government's lifelong learning strategy aims to ensure that everyone develops the attributes, knowledge and skills they will need for life, learning and work. The curriculum is all the experiences that are planned for learners to support the development of these skills. <a href="#">Curriculum for Excellence</a> is designed to improve education for children and young people by putting their learning experiences at the heart of education and some important changes of emphasis will refresh learning and teaching. Further information is available from <a href="http://www.pkc.gov.uk">www.pkc.gov.uk</a> (>education and learning>schools>schools-curriculum)
Eco school	<a href="#">Eco-Schools</a> is an international initiative designed to encourage whole-school action for the environment. It is an environmental management tool, learning resource and recognised award scheme. For further information see <a href="http://www.ecoschoolsscotland.org">www.ecoschoolsscotland.org</a>
ESOL	English for speakers of other languages
HM Inspectorate of Education (HMIE)	<a href="#">HM Inspectorate of Education (HMIE)</a> in Scotland is an Executive Agency of the Scottish Ministers. The core business of HMIE is inspection and review. This includes the inspection of schools and learning communities and each year, HMIE inspect and report on the quality of education in a number of schools and pre-school centres in Perth and Kinross. Further information is available from <a href="http://www.hmie.gov.uk">www.hmie.gov.uk</a>
How Good is Our Culture and Sport (HGIOCS)	<a href="#">How Good is Our Culture and Sport (HGIOCS)</a> is a draft quality improvement framework for culture and sport provision. The framework provides a systematic approach to self-evaluation which can be used by local authorities and other local organisations providing culture and sport services and activities. Perth and Kinross Council was one of the first Councils to pilot the new framework. The framework is available on <a href="http://www.hmie.gov.uk">www.hmie.gov.uk</a>
GIRFEC	<a href="#">GIRFEC: Getting it Right for Every Child</a> is a national approach to supporting and working with all children and young people. It promotes a shared approach that: builds solutions with and around children and families; enables children to get the help they need when they need it; supports a positive shift in culture, systems and practice and involves working together to make things better.
ICT	Information Communications and Technology.
Improving Health - Improving Learning	<a href="#">Improving Health – Improving Learning</a> the standard for health promoting schools provides guidance for schools in Perth and Kinross on how they can meet and maintain the health promoting school standard. The Perth and Kinross standard has been developed in accordance with guidance from the Scottish Executive. All schools in Perth and Kinross are able to evaluate their own provision against the standard and submit for health promoting school status when they believe they are ready. For further information see <a href="http://www.pkc.gov.uk">www.pkc.gov.uk</a>
More Choices More Chances (MCMC)	<a href="#">More Choices, More Chances</a> : A Strategy to Reduce the Proportion of Young People not in Education, Employment or Training in Scotland. For further information see <a href="http://www.scotland.gov.uk">www.scotland.gov.uk</a>
Permanence Plan	A plan in place for a permanent family placement either through adoption, permanent fostering or kinship care.
Reported incidents of violence and aggression	Acts of violence and aggression towards teaching and non-teaching staff based in schools are reported to and monitored by Council officers.

<p>Children's Reporter</p>	<p>The Children's Hearings System in Scotland aims to provide a safety net for vulnerable children, and to work with partner agencies who deliver tailored solutions which meet the needs of the individuals involved and help to build stronger families and safer communities. In Scotland, children and young people who face serious problems in their lives can sometimes be asked to go to a meeting called a Children's Hearing. Some of these problems include; not attending school, getting into trouble with the police, or being abused and/or neglected at home by the people who look after them. Children's Hearings make decisions in the best interest of the child or young person to help and protect them. <a href="#">The Children's Reporter</a> is the person who will decide if a child needs to be referred to a Children's Hearing. For further information see <a href="http://www.scra.gov.uk">www.scra.gov.uk</a></p>
<p>Scottish Qualifications Authority (SQA)</p>	<p><a href="#">The Scottish Qualifications Authority (SQA)</a> is the national accreditation and awarding body in Scotland. SQA authorise all vocational qualifications that are available in Scotland and approve organisations that wish to deliver them. As an awarding body SQA: devises and develops qualifications; validates qualifications; reviews qualifications to ensure they are up to date; arranges for, assists in, and carries out, the assessment of people taking SQA qualifications; quality-assures education and training establishments which offer SQA qualifications; and issues certificates to candidates. Further information is available from <a href="http://www.sqa.org.uk">www.sqa.org.uk</a></p>
<p>Socitm</p>	<p><a href="#">Socitm</a> is the association for Information and Communications Technology and related professionals in the public and third sectors. For further information see <a href="http://www.socitm.net">www.socitm.net</a></p>
<p>Tariff score</p>	<p>The tariff score of a pupil is calculated by allocating a score to each level of qualification and award, using the Unified Points Score scale. The Unified Points Score Scale is an extended version of the Universities and Colleges Admissions Service (UCAS) Scottish Tariff points system. The tariff score of a pupil is calculated by adding together all the tariff points accumulated from all the different course levels and awards he/she attains.</p>
<p>Validated Self Evaluation (VSE)</p>	<p><a href="#">Validated Self Evaluation (VSE)</a> is a voluntary process which aims to support and challenge the work of education authorities to deliver and improve the quality of provision and outcomes they offer for learners. It involves a partnership between the education authority and HMIE in which HMIE apply their knowledge of educational delivery and expertise in evaluation in order to extend, challenge and support the education authority's own self-evaluation processes, and so affirm (or otherwise) and strengthen the outcomes. For further information see <a href="http://www.hmie.gov.uk">www.hmie.gov.uk</a></p>