

Education and Children's Services

Annual Performance Report

01 April 2008 to 31 March 2009

Contents

Introduction by the Executive Director	3
Education & Children’s Services Performance Summary	4
What have we committed to do by 2011?	4
Are we on target?	4
What have we achieved over the last year?	5-13
Case Study 1 Community Flat, Rattray	13
Case Study 2 Fairview School	14
Case Study 3 Crieff High School – Active Citizenship	15
How are we going to improve?	15-17
Service employee engagement	18
APPENDIX ONE	
Action Plan	19-36
Improvement Plan	37-42

Introduction

by John Fyffe, Executive Director

Welcome to Education and Children's Services
Annual performance report for 2008 to 2009

I am delighted to be able to present this report to you. It has been truly a self-evaluative exercise, and I believe we can be proud of the progress we have made towards delivering better services and contributing to improving the lives of the children and residents of Perth & Kinross.

We are an ambitious Service in an ambitious Council and this report reflects the diverse and innovative work that is going on across Culture, Heritage, Sports, Community Learning and Development, Children's Services and Education. Of particular note, there has been national recognition in terms of heritage, links with China, practices in early years and approaches to self-evaluation. Our young people excel in sport and represent Scotland in a whole range of disciplines. In all cases, we put the person at the centre of our thinking and our planning and this maintains our focus as we strive for continuous improvement.

This report details our achievements against our targets and improvement actions over the last year, giving examples of good practice but also highlights areas we are working hard to improve. We believe the Service is continually improving and we are assisted in the process by both external and internal evaluations.

I thank all staff and partners for the contributions they have made this year and for their continuing efforts and commitment to provide first class services.

I commend this report to you and look forward to any feedback that you may wish to offer as we strive towards achieving excellence together.

John Fyffe
Executive Director
Education & Children's Services

Education and Children's Services Performance Summary

What have we committed to do by 2011?

Education and Children's Services support the delivery of the Council's Corporate Objectives as outlined in the Corporate Plan by working towards achieving its Service Objectives:

Service Objective	Link to Corporate Objectives:				
	1	2	3	4	5
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					✓

Are we on target?

Below is a summary of progress against the targets within the Business Management and Improvement Plan.

	On target	Not on target	Info not available
Action Plan - 57	37 (65%)	11 (19%)	9 (16%)
Improvement Plan - 30	28(93%)	2(7%)	0(0%)
Total - 87	65(75%)	13 (15%)	9(10%)

* Where targets have not been met or where information is not available, explanations and details of improvement actions to be taken are detailed at **Appendix 1** of this report.

What have we achieved over the last year?

Introduction

Our staff have a clear view about the vision, values, aims and purpose of our work. A variety of ways have been created to communicate formally and informally with staff and to emphasise in particular the positive contribution they can make to delivering our vision for Perth & Kinross.

The Executive Director has outlined three key service priorities, these are:-

- Raising Attainment & Achievement
- Supporting Vulnerable Children and Families
- Ensuring equality of access to community, cultural and leisure opportunities

Progress on these key priorities are detailed below under our Service Objectives.

Keep individuals safe and protected

- We re-launched the interagency parental substance misuse risk assessment supported by an extensive interagency training programme.
- The new recording systems in schools for child protection are being embedded across all schools and already have shown to be effective.
- Low levels of referral to the Reporter for consideration of compulsory measures indicate that we are effectively engaging with most families on a voluntary basis.
- We extended formal risk assessment to inform all stages of decision making in respect of child protection registration.
- Within each service in Cultural and Community Services, a key worker has been identified to ensure a consistent approach to the protection of children and vulnerable adults.
- A public campaign was launched with the message: "It's everyone's responsibility to make sure I'm alright". The posters used in the campaign were designed by four children from local "Kids clubs". These attractive posters are widely circulated and their impact is being evaluated.
- We significantly improved the Child Protection website and in particular the information for children and young people.
- Our interagency child protection services have been inspected by HMIE and the report is due to be published on 11 June 2009.

- We are continuing with our campaign to recruit childminders in the area and we provide pre-registration training and start up grants to support this.
- We have received very positive Care Commission reports in residential, foster care, adoption, through care and day care.
- For those children who are looked after, we have the highest proportion of children cared for in community settings in Scotland.
- We have developed and are currently implementing a Looked After Strategy including progressing a Kinship Care and Corporate Parenting strategy.
- Through Youth Services and the Arts Development Service and in partnership with the voluntary sector, young people are engaged in a range of diversionary activities including Street Sports for All and Arts Activities.
- Community Link Workers have been recognised by HMIE for their preventative approach to supporting children and families.

Improve Health and Wellbeing of children and young people

- We have launched a strategy for Improving Health, Improving Learning.
- Senior officers from the Community Planning Partnership now act as corporate parents, with our Corporate Parenting Strategy growing from strength to strength.
- Three of our schools have achieved the standards set out in Improving Health, Improving Learning with a further 28 schools currently awaiting validation.
- We are implementing the recommendations of the national Hungry for Success initiative.
- We have introduced a new health record for looked after and accommodated children and young people.
- At any one time we support the positive care of over 47 children on the child protection register and 191 looked after children.
- We have introduced an electronic Care Plan to improve planning to meet the identified needs of children and young people.
- We have developed a draft smoking policy in respect of fostering households in line with new national guidance.

- Our Family Centres have introduced a 'Stride for Life' walking group for adult and young children.
- Our Child Health Team, working with the Sports Development team have introduced indoor and outdoor activities for children and young people with profound disabilities, focussing on improving balance, co-ordination, motor skills and enhancing self-esteem.
- We have extended the remit of the Residential Care Team to support children and young people at risk of becoming accommodated, within their own homes and communities.
- We have improved rates of allowances for kinship carers of looked after children to support their care within the wider family.
- Almondbank House in North Muirton has now opened and begins to develop multi-disciplinary working for young people with emotional and behavioural difficulties.
- We launched our Parenting Strategy and are continuing to lead on its implementation and further development.

Develop a range and quality of learning experiences

- The Early Years Support Team have been identified as examples of best practice nationally and we have contributed to national publications and staff development activities.
- The work we have undertaken in taking forward the requirements of the Additional Support for Learning Act has received positive praise from HMIE.
- We have built very effective international partnerships, including innovative work in building links with China and developed the first Confucius Hub in Scotland at Perth High School.
- The North Perth Community School Team have developed Family Learning experiences involving 600 children and adults in family/holiday activities.
- Rural regeneration initiatives, to which schools such as Blairgowrie High School are making a significant contribution, use ICT and the provision of vocational opportunities to contribute to economic activity in the area.
- Through Youth Services young people have access to John Muir Awards, Youth Achievement Awards and the Duke of Edinburgh's Award. Participation in the Duke of Edinburgh's Award is one of the highest in Scotland with an increase in the number of young people taking part and awards gained.

- Information is available to young people through the Perth & Kinross Young Scot portal. Numbers of young people accessing this site continues to rise. Current statistics available show a rise from 4611 hits in April 2008 to 10052 hits in December 2008.
- Tents in the Park 2008, organised by Youth Services, was a huge success with almost 350 young people attending. There were opportunities for local bands and DJ's to showcase their skills and 120 BMX bikers, skaters and bladders competed in a Skate Jam.
- The Libraries Service has developed a range of innovative programmes supporting literacy development.
- The Education Resource Service delivered in excess of 62,446 books and other resources to primary schools last year.
- The service delivered Bookstart Rhymetime to 16,287 babies, toddlers and carers, last year.
- The ongoing partnership with the Scottish Prison Service has resulted in the appointment of a dedicated member of the library staff funded by the Scottish Prison Service. In addition a reader in residence post was created with funding from the Paul Hamlyn Foundation.

Raise standards of performance and achievement

- We have developed in all school management groups local plans which have a focus on developing clear curriculum pathways for learners, 3-18.
- We continue to be amongst the highest performing councils for the proportion of young people achieving Credit or Intermediate 2 awards by the end of S4 and Highers and Advanced Highers by the end of S6.
- Pupils' overall levels of attainment in reading, writing and mathematics in primary and secondary have been steadily improving in the last five years.
- In 2008, there has been a significant improvement in pupils' levels of attainment in reading and writing by the end of S2.
- By the end of S2, 98% of pupils have achieved functional levels of literacy and numeracy.
- We reduced exclusions in primary and secondary schools by 20% in session 2007-2008.
- Within secondary schools at S1/S2 levels, attainment at Level E or above in Maths has been improving within the past five years, while for Reading and Writing, slight improvements have been recorded within the past three years.

- Within secondary schools by the end of S4, the percentage of pupils achieving English and both English and Maths at SCQF Level 3¹ are equal to the national average and has remained fairly constant over the past five years. The percentage of pupils achieving Maths at Level 3 has increased over the past year and is above the national average. The percentage of pupils achieving five or more passes at SCQF Level 3 has remained constant over the last few years while the percentage of pupils achieving five or more passes at SCQF Level 5 and five or more passes at SCQF Level 4 have fallen slightly. This corresponds with national trends over this time period.
- Within secondary schools by the end of S5, 25% of pupils achieved three or more passes at Level 6 at the end of S5, 3% above the national average while 10% of pupils achieved five or more passes at Level 6, 1% above the national average. The national trends have also remained fairly static over this time period.
- Within secondary schools by the end of S6, 34% of pupils achieved three or more passes at Level 6 at the end of S6, 3% above the national average while 22% of pupils achieved five or more passes at Level 6, 2% above the national average. We have achieved 16% of one or more passes at Level 7, 4% above the national average. The national trends have also remained fairly static over this time period.
- All secondary schools receive a comprehensive analysis of examination statistics. Service Managers and the Directorate team work closely with secondary schools to use this data to analyse attainment and take action to improve.
- We are making very good progress with the implementation of a Curriculum for Excellence. A three year implementation plan has been developed, which has attracted interest nationally. We have created a five part strategy for Creating a Curriculum for Excellence, which has been approved by the Lifelong Learning Committee. This strategy provides advice to schools on:
 - Curriculum Framework
 - Enterprising vocational learning
 - Effective learning and teaching
- We have developed a three year plan to train over 70% of teachers in Perth & Kinross in applying co-operative learning techniques by 2011.
- We have the infrastructure in place to deliver Glow which, when implemented, will provide access to a national schools intranet, digitally linking Scotland's educators and pupils.

¹ **Scottish Credit and Qualifications Framework (SCQF) levels:**

7: Advanced Higher at A-C/CSYS at A-C; **6:** Higher at A-C; **5:** Intermediate 2 at A-C; Standard Grade at 1-2; **4:** Intermediate 1 at A-C; Standard Grade at 3-4; **3:** Access 3 Cluster; Standard Grade at 5-6

- Less than 1% of pupils across nursery, primary and secondary schools are involved in incidents of violence and aggression against staff in schools.
- In the period from September 2005 to June 2008 there were 46 inspections of early learning settings, both local authority nurseries and partner provider centres. In over 90% of these a positive evaluation of the curriculum and pupils learning experiences was received.
- Overall, there has been a steady increase in the proportion of school leavers moving on to either further education or training, and we maintain a higher level of pupils going on to higher education. In each case, this is above both the national average and that of comparator authorities.
- We provide opportunities for those adults who need support in basic literacy and numeracy skills which supports them in either their personal, work, community or family life.
- A group of literacy learners have taken part in a BBC Radio Scotland project called "Days Like This". All the learners submitted a story to the programme with one learner being invited to read his story on air.
- 59 English for Speakers of Other Languages (ESOL) learners working in the care sector have improved their language skills and communication skills; 50 ESOL learners have attended the "Drop In" at the Learning Curve and 17 ESOL learners have attended a job search and workplace short course.

Develop active and responsible citizens

- We have taken very effective steps to develop Parent Councils in line with the requirements of the Parental Involvement Act. We now have active Parent Councils in almost all our schools. Our work has received national recognition.
- Pupil councils are well established in our schools with some examples of excellent practice.
- In partnership with other agencies, we have continued to reduce the number of persistent offenders in Perth and Kinross.
- We have improved the timescales in responding to the needs of young people with offending behaviour.
- We were one of seven councils in Scotland to achieve a reduction of 10% in offending by young people defined as persistent offenders as set out in the National Standards for Youth Justice.
- As a member of the Youth Justice Partnership, we have provided extended early intervention with young people who are at risk of further offending.

- Our Service offers throughcare support for over 100 young people who were looked after, in transition to adulthood.
- All schools have achieved Eco School status with many achieving an award. This has helped promote positive attitudes towards the environment and related action by pupils.

Develop caring and confident communities

- We have supported cultural development through a wide range of activities, including Perthshire Visual Arts Forum, Strathmore Arts Festival, Perth Youth Theatre, Perth Youth Orchestra, residential music camps, museum outreach, exhibitions and events programmes, family learning activities, Bookstart, and writers in residence.
- We have continued to ensure schools, libraries and community facilities are community focal points.
- We are now in the first steps of delivering community campuses, to support the re-generation of our communities and deliver the national and local outcomes.
- More young people are involved in Local Youth Fora and the Youth Council, and as a result are involved in taking action in their local area and beyond.
- The Spirit of Youth Awards is an annual event organised by the Youth Council on behalf of the Community Learning and Development Partnership to celebrate group and personal endeavour. This year the event was hosted by the Muirton Park Youth Crew, the local youth forum in Muirton.
- The partnership and complementary focus of Youth Workers and Community Link Workers across the Authority is providing very good opportunities for young people who have difficulties with school attendance and in accessing the main curriculum. These include Stepping 4ward, All Different All Equal, Youth Development Residentials, Kickstart and Smart Citizenship.
- Family learning days at Perth Museum and Art Gallery and The Fergusson Gallery have provided opportunities for wider involvement in arts and heritage activities.
- More opportunities are available through libraries and online sources to explore family and genealogical history.
- ERIC pages on the Council's intranet have been developed for practitioners involved in community engagement and information is available on the PKC website.

- Training is being delivered on innovative approaches to community engagement. Another Placecheck has been completed in Dunning.
- At a strategic level voluntary sector liaison is currently moving forward, with the establishment of an officers group and web based information.
- Across the authority young people have gained Millennium Volunteer Awards in recognition of their voluntary activity.
- Community Capacity workers provide a range of support to community groups to allow them to play an active part in the development of their communities. When asked, 97% of stakeholders believe that community capacity workers provide either a good or very good service.
- A number of Community Development Trusts have been established and supported across the authority with many accessing funding for community projects from wind farm developers.
- A range of arts and cultural events and activities have taken place in local communities with strong participation from community members – including the stART festival in Eastern Perthshire and the film project in North Perth.
- Letham Climate Challenge Fund Group is being supported to carry out a door to door survey to give advice and information on reducing power use. This will help reduce bills and the community's carbon footprint.
- Community Link Workers have delivered Handling Teenage and Handling Children's Behaviour courses across Perth & Kinross. The Community Link Worker for Polish children and their families has also delivered a course in Polish.
- The Libraries service is developing a range of health and wellbeing services in partnership with NHS Tayside, including Cognitive Behavioural Therapy Online and Books on Prescription.
- The Arts Development service led a cultural planning exercise to inform the development of a new cultural strategy, including input from nationally and internationally recognised experts. One of the outcomes of this process was the unique Artist in the Archives programme which innovatively used visual arts to engage local people in the stories contained within the books and documents that form the council's archive.

- The Heritage Service has successfully attracted external funding to develop services locally.
 - With funding from Regional Development Change Fund Partnership the service introduced an Art Cart at The Fergusson Gallery, a tactile resource which helps families and young people in schools groups better understand the materials used in the art works on display, and improves their visit experience.
 - With access to the National Recognition Fund as a result of its successful bid to have collections recognised as being of national importance, the service has greatly enhanced its street presence by investing in external signage on all three museums, and in galleries and brown tourist signs directing visitors to the facilities
- Cultural & Community Services staff, in partnership with colleagues from the Registrars, Bereavement Services and the Black Watch Museum, launched the Keekin' For Kin booklet and hosted a family history day to promote the services available to people researching family history. This project won the Provost Award at the recent "Securing the Future" Awards.

Case Studies

Case Study 1 Community Flat, Rattray

No 5 Davie Park is an area agreed as a priority under the Regeneration Outcome Agreements. Families in the area were suspicious of working with statutory services particularly Children and Family Services and Education. A new approach to engaging with families at an early stage was required.

Whilst run by Children and Family Services other agencies including health visitors, education and community learning use it as a base to engage with potential service users. These services benefit from the relationships built up in the community by the core staff. Individual education packages are provided for young people as an initial step in supporting them back into school. Advice and guidance, parental discussion groups, healthy living initiatives and the opportunity to acquire new skills, are all available at No5.

The project has been very successful in engaging with families who are often socially excluded. The flat is seen by them as a community resource building community spirit, and the activities have helped to build confidence and self esteem. Better relationships have been effected with statutory services especially schools and social work.

Case Study 2 Fairview School

Fairview School is a new school for pupils with additional support needs (ASN) which provides a high quality service to support children and young people within the age range of 3 to 18 with complex, multiple and enduring needs in Perth and Kinross. Fairview School replaced the Council's dedicated ASN provision at Glebe and Cherrybank Schools.

The facilities at Fairview include a nursery, 4 primary classrooms and 7 secondary classrooms. There is also a dedicated music and art room, lifeskills room, learning resource centre and ICT suite. Quiet rooms and tutorial rooms along with a gym hall and warm water pool have also been provided. The integrated support will enable pupils to have every opportunity to fulfil their individual potential, both academically and personally.

Substantial consultation on the development of Fairview School took place during the period of the project. This included statutory public consultation regarding the amalgamation of Glebe and Cherrybank Schools. A user group, which included Council and Community representatives, for the new school was established in February 2004 and met regularly until January 2007 to monitor and discuss progress on the project. It is the intention to hold a final meeting of the user group to celebrate the success of the project and to confirm the effectiveness of the project process overall.

The design of Fairview School was developed in-house by the Council's Construction team. The use of natural light, creative use of space and sensitive choice of internal finishes have created an internal environment that complements the ethos and philosophy of the School function i.e. that the facility will provide a 'rich and stimulating learning experience' – the building provides a place that should be equally enjoyable to learn in and teach in. Staff are enthused on the space, setting and appearance of the building – some have talked of the 'tardis' effect moving from outside to inside. As with all new build Schools the building and grounds allow for level access throughout with no barriers to less physically abled pupils, parents or staff – the substantial grounds available on the Academy/Viewlands campus have allowed for the development of external learning experiences as well and maximum use of this space has been made.

As with all large scale public sector building projects funding has been an area where careful governance has been required to ensure that the fundamental requirements of the brief are closely balanced against available funds. The process of developing the design and cost was challenging to the team and ultimately choices had to be made to achieve an acceptable cost – this process was carried out with the minimum of disagreement with the construction team and supply chain. This outcome was only achievable through the partnering arrangement – a traditionally procured 'fixed price' contract would not have allowed such variance of the work scope at a late stage.

The inclusive partnered approach to the project delivery as described is now the accepted method of delivery for the Education capital delivery programme – Fairview has provided the testing ground for this and has proven how effective this vehicle can be. The partnering team included the Head Teacher, ECS Project Support Team representatives, Design team representatives, Construction team representatives, CDMC Co-Ordinator and the Project Facilitator.

Case Study 3 Crieff High School – Active Citizenship

The Crieff High School Active Citizenship project targeted all S2 students focusing on national identity, ecology/environment and democracy. Staff worked with 150 students in total, with sessions jointly delivered by a teacher and a youth worker. The project linked the work in the classroom with current local issues such as community regeneration and debates on renewable energy. This has enhanced partnership work within the school and has refreshed the curriculum to make learning more meaningful for young people.

The work has fostered positive relationships between teacher, pupil, youth worker and school management. Pupil ideas are consistently forwarded to the Pupil Council. Teaching staff have learned about youth work approaches and have integrated these with their normal practice when involved in citizenship work. It has helped inform the young people of youth services, including Young Scot and the Youth Forum and involved them in other activities like the Blue Light Disco. The Partnership has enabled further work to take place, including consultation on a funding application for large scale improvements to a local park. The Environment Service has subsequently adapted the plans for the redevelopment to include the feedback from the young people. 150 young people have gained confidence and are more able to express their opinion about environmental issues. Young people are more aware about how they can become more involved within their community.

The young people have a greater awareness of how they can contribute to global issues e.g. water awareness, recycling and conservation. Six young people are now attending the Wednesday night drop in at Crieff Learning Centre. Participants have reported feeling listened to and more confident about expressing their opinions on issues that relate to them.

How are we going to improve?

Self Evaluation

A self evaluation exercise takes place every year using 'How Good is Our Council?' This has allowed us to identify key themes for improvement. These are:-

- Leadership – Continue the development of a programme for managers in line with corporate priorities.
- Review our support services as we move towards shared delivery of services.
- Develop new models of delivering our cultural and leisure activities.
- Refresh our Statement of Intent to cohere with the Single Outcome Agreement.
- Develop strategic support for integrated working including workforce planning, training and integrated assessment of need.
- Continue to implement the Performance Management Calendar to ensure robust scrutiny of service delivery, finance and governance.

Within the Service Objectives we aim to improve in the following ways.

Keep individuals safe and protected

We will:

- Continue to improve outcomes for looked after children through further implementation of the Looked After Strategy.
- Further develop our public awareness programme to ensure that all members of the community are aware of the full range of child protection issues.
- Continue to act on the findings of our recent multi-agency self-evaluation on Child Protection and Additional Support Needs.

Improve Health and Wellbeing of children and young people

We will:

- Pursue the current comprehensive review of Early Years Services to develop more effective, integrated, universal and targeted support to parents and young children across Perth and Kinross.
- Continue to reduce levels of exclusion in schools.
- Undertake a Strategic Review of the School Meals Service, a Strategic Best Value Review of School Catering and Cleaning Services and engage with elected members on school lets.

Develop a range and quality of learning experiences

We will:

- Deliver a Curriculum of Excellence in our schools and communities from the early years through transition to the world of work, education and training.
- Develop schools and community campus ICT infrastructure and systems to support learning and teaching and provide access to the Scottish Schools Intranet (GLOW) and eric.
- Narrow the gap in attainment between males and females.
- Target resources on improving levels of attainment and achievement for vulnerable learners who live in areas of greatest deprivation.

Raise standards of performance and achievement

We will:

- Increase the number of pupils achieving Access 3, Foundation, General and Intermediate1 awards by the end of S4.
- Develop leadership at all levels of the service with a clear focus on leading learning in the classroom.
- Ensure there are robust arrangements for performance management, including monitoring and tracking pupils' progress systematically.
- Expect almost all primary and secondary schools receive positive inspection reports across the core Quality Indicators for the period 2008 – 2011, with all achieving these levels by 2010 – 2011, with an increasing proportion of evaluations of good, very good or excellent.
- Undertake a review of how performance is measured within the service and put in place plans to institute a more outcome focused approach more closely aligned with key service and Council priorities.

Develop active and responsible citizens

We will:

- Plan for the full utilisation of community campuses, to support the re-generation of our communities and deliver the national and local outcomes.
- Continue to strengthen integrated working across the service to maximise the impact of our activities and articulate more clearly the wider impact of cultural and community services.

Develop caring and confident communities

We will:

- Continue to extend learning opportunities in communities and make efforts to extend access to Library Services.
- Develop a strategic framework for sport and active recreation informed by the outcomes of the leisure needs analysis and recommendations of the Best Value Review of sport and active recreation.
- Take forward the cultural planning exercise undertaken this year to maximise the impact of our cultural resources and their contributions to wider community development and economic development.

Employee Engagement Survey

Our staff

We have confidence in our staff and believe that they are our greatest asset. We have taken steps to listen to what they say through such mediums as the employee survey then act on this information.

Education & Children's Service	No. of staff	% complete
Total	3154	38%

High level results are summarised in the table below. The table is ordered by the percentage of employee who stated they agreed.

	Agree	Neither agree/nor disagree	Disagree
Q1. I am clear what is expected of me at work?	90.9%	5.2%	2.7%
Q11. The people I work with are committed to doing their best?	87.9%	8.1%	1.9%
Q3. There is a good fit between the job and my skills and abilities?	86.8%	7.8%	3.9%
Q2. I am treated fairly at work?	85.6%	9.9%	3.2%
Q14. My team are passionate about delivering excellent customer services?	83.2%	13.0%	2.3%
Q5. My role provides me with a daily opportunity to use my strengths?	81.0%	11.2%	5.3%
Q8. I am treated as an individual?	80.1%	13.6%	4.3%
Q10. My team has a good team spirit?	78.0%	11.3%	9.1%
Q12. I know how my job contributes to the Council's objectives?	76.6%	17.9%	4.0%
Q13. I am given the freedom to solve problems?	76.4%	16.3%	5.5%
Q4. I have the right tools and equipment to do my work effectively?	70.4%	14.8%	13.0%
Q7. At work my development is encouraged and supported?	70.0%	18.9%	9.2%
Q9. At work my views and opinions seem to count?	68.7%	21.5%	8.0%
Q15. Any problems that could stop me giving the best customer service are dealt with?	60.3%	26.4%	11.6%
Q6. I receive regular recognition and praise on my performance at work?	59.4%	22.5%	16.0%

Conclusion

Education & Children's Services staff are gaining in confidence and skills resulting in better outcomes for our service users. We are not complacent, however, we realise we have much still to achieve in the years ahead

Progress against the Action Plan

Appendix 1

Key Service Objective: Keep individuals safe and protected
National Outcome: We have improved the life chances for children, young people and families at risk (8).
 We live our lives safe from crime, disorder and danger (9).
Local Outcome: Children, young people and vulnerable adults will be safe and protected
Net Cost: £13,728,000

Key = Performance is improving = Performance is steady = Performance is declining

Policy/ Strategy Area	Activity	Lead	Relevant Indicators	Target 2008/09	Performance data and trend	 	Comments
Inclusion and Equality: Child Protection	Children identified as 'at risk'	Head of Children & Families Services	% of child protection case conferences within agreed timescales	90%	83%		Baseline now established
			% of children on the child protection register that were deregistered within 18 months of being on the register	88%	92%		
Inclusion and Equality: Child Protection	Ensure that all schools have child protection procedures in place	Head of Education Services	% of establishments which have child protection procedures in place	100%	2007/08 100% 2008/09 100%		
Looked After Children	Looked After Children	Head of Children & Families Services	% of children with less than 3 placements in care in a year	95%	2006/07 87.9% 2007/08 98% 2008/09 95%		

Policy/ Strategy Area	Activity	Lead	Relevant Indicators	Target 2008/09	Performance data and trend	↓ → ↑	Comments
Childcare Strategy	Provide childcare services to meet identified needs	Head of Cultural & Community Services	Number of childcare places provided directly through the Childcare strategy	2500	2007/08 2423 2008/09 4136	↑	Fall in registered childminders but recruitment campaign currently taking place Unaudited figures
			Number of childcare providers	440	2007/08 454 2008/09 427	↓	
			Number of parent/carers using Childcare Strategy Services reporting satisfaction with their services	90%	2006/07 88% 2007/08 90% 2008/09 94%*	↑	
	Effective ECS support services are delivered to all establishments	Head of Support Services	Stakeholders receiving support express satisfaction with service provided	>90%	97.5%		Annual Questionnaire

Key Service Objective: Improve health and wellbeing
National Outcome: Our children have the best start in life and are ready to succeed (5).
 We live longer, healthier lives (6).
Local Outcome: Healthy, caring communities
 Our people will have improved health and well-being
 Sustainable health improvement in regeneration areas
 Our communities will see a reduction in health inequalities between the most affluent and most disadvantaged
Net Cost: £11,564,000

Key ↑ = Performance is improving → = Performance is steady ↓ = Performance is declining

Policy/ Strategy Area	Activity	Lead	Relevant Indicators	Target 2008/09	Performance data and trend	↓ → ↑	Comments
Looked After Children Strategy	All looked after and Accommodate d children receive health assessments.	Head of Children & Families Services	% of accommodated children who had a comprehensive health assessment within 3 months of being accommodated.	90%	94%	↑	New indicator in 2007/08
Additional Support for Learning	Children with additional support needs receive the level of service in line with assessed needs	Head of Children & Families Services	% overnight respite nights not in a care home % daytime respite hours provided not in a community setting	100% 100%	Annual return Annual return		
Learning Realising Potential: Improving Health – Improving Learning	Schools implement Perth & Kinross standards set out in Improving Health , Improving Learning	Head of Education Services	% of schools implementing Improving Health, Improving Learning	100%	3 schools have currently achieved standards ahead of target with a further 28 schools awaiting validation.	↑	100% of schools are committed to standards

Policy/ Strategy Area	Activity	Lead	Relevant Indicators	Target 2008/09	Performance data and trend	↓ → ↑	Comments
Cultural Strategy	Provide a range of cultural activities	Head of Cultural & Community Services	Participation levels for activities in arts development and music services	8000 Baseline established 2008/09	8041	→	Baseline established at April 2009, comprises 2,601 Instrumental Music Service and 5,440 Arts and Development contacts
Sports and Active Recreation Strategic Plan	Create sustainable sport and active recreation opportunities across the Authority	Head of Cultural & Community Services	Number of people participating in sport and physical activity to a level which will impact positively on health	Increase by 2%	927,039		Indicator changed and new baseline established in 2008/09
	Effective ECS support services are delivered to all ECS establishments	Head of Support Services	Stakeholders receiving support express satisfaction with services provided	>90%	97.5%		Annual Questionnaire

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 children have the best start in life and are ready to succeed (5).
Local Outcome: Educated, responsible and informed citizens
 Our people will be better informed and educated
 We will support young people (16+) who are not yet ready or able to enter further education, work or training
Net Cost: £73,750,000

Key ↑ = Performance is improving → = Performance is steady ↓ = Performance is declining

Policy/ Strategy Area	Activity	Lead	Relevant Indicators	Target 2008/09	Performance data and trend	↓ → ↑	Comments
Human Resources Strategy	Childcare staff eligible for registration	Head of Children & Families Services	% of residential staff with relevant qualifications for the level of post held	95%	2006/07 100% 2007/08 100% 2008/09 88%*	↓	Trend down due to turnover of staff. *unaudited figure.
Learning Realising Potential, Inclusion and Equality: Standard for Learning	All schools implement the Standard for Learning	Head of Education Services	% of evaluations in the relevant indicators are at least good with an increasing proportion of very good and excellent.	Increase by 5%	In almost all primary schools a positive evaluation was received for - curriculum -pupils learning experiences. Secondary Schools in all inspections schools received positive evaluations for - curriculum -pupils learning experience -attainment in S1/S2 & S5/S6 - meeting learners needs.		Baseline to be revised in August 2009 to take account of new HMIE arrangements

Policy/ Strategy Area	Activity	Lead	Relevant Indicators	Target 2008/09	Performance data and trend	↓ → ↑	Comments
Leadership and Direction, Change and Improvement: Standards for Leadership	Implement the Standards For Leadership	Head of Education Services	% of evaluations in the relevant indicators are at least good with an increasing proportion of very good and excellent.	Increase by 5%			Baseline to be revised in August 2009 to take account of new HMIE arrangements
Learning Realising Potential, Inclusion and Equality: Pre-school Provision	Deliver of high quality pre-school education	Head of Education Services	% of evaluations in the relevant indicators are at least good with an increasing proportion of very good and excellent.	100%	100%	→	Baseline established 2007/08
Inclusion and Equality: Raising Achievement Strategy	Implementation of framework for staged implementation and the Raising Of Achievement Strategy	Head of Education Services	Reduce the number of exclusions in:	5% reduction	20% reduction	↑	Based on 2008 statistics – latest available
			- primary schools - secondary schools - specialist provision				
			Reduce the number of incidents of aggression and violence in:	5% reduction		↑	Based on 2008 statistics – latest available
			- primary schools - secondary schools - specialist provision		194 132 15		

Policy/ Strategy Area	Activity	Lead	Relevant Indicators	Target 2008/09	Performance data and trend	↓ → ↑	Comments
Inclusion and Equality: Raising Achievement Strategy	Implementation of framework for staged implementation and the Raising Of Achievement Strategy	Head of Education Services	Levels of pupils' attendance increase: - secondary schools - primary schools	91.2% 95.4%	90.8% 95.9%	→ →	New baseline established in August 2008 due to the introduction of SEEMIS to improve tracking This will be reported in the Standards & Quality report next year.
Libraries and Lifelong Learning (Cultural Strategy)	Provide high quality library services, linked to customer need	Head of Cultural & Community Services	% of national target met for replenishing lending stocks for adults	70%	2006/07 69% 2007/08 52.1 2008/09 63%	↑	
			% of national target met for replenishing lending stock for children and teenagers	96%	2006/07 96% 2007/08 44% 2008/09 89.71%	↑	
			Library borrowers as a % of the resident population	20%	2006/07 19.7% 2007/08 18.5% 2008/09 18.8%	↑	

Policy/ Strategy Area	Activity	Lead	Relevant Indicators	Target 2008/09	Performance data and trend	↓ → ↑	Comments	
Libraries and Lifelong Learning (Cultural Strategy)	Provide high quality library services, linked to customer need	Head of Cultural & Community Services	Library learning Centres:	9.5%	2006/07 9.4% 2007/08 8.9% 2008/09 8.8%	→	The SPI does not include Wi-Fi access which PKC Libraries have marketed heavily – the service is access; not mechanism by which access is provided, though this is not reflected in the SPI. When counting Peoples network access by pc and WI-FI then the number of accesses is relatively stable. This data is not collated nationally for comparison. Two other factors impact on learning centre pc usage. Firstly there has been a massive increase in home broadband, Secondly, an increasing proportion of the immigrant population, which represents a significant part of the user base, is settling permanently and, it is assumed, developing their own access at home.	
			- Numbers of times computer terminals are used as 1,000 of the population	750	2006/07 748.4 2007/08 680.8 2008/09 604	↓		Explanation as above.
			Visits to libraries per 1,000 population	4920	4500	↓		Increasingly demand for Library services focuses on high value access and learning projects (e.g. the prison library service) where activities are not included in the audited figures

Policy/ Strategy Area	Activity	Lead	Relevant Indicators	Target 2008/09	Performance data and trend	↓ → ↑	Comments
Heritage Service (Cultural Strategy)	Provide high quality museum and art gallery services	Head of Cultural Community Services	The number of visits to/usage of council funded or part-funded museums per 1,000 population	545	2006/07 543 2007/08 787.7 2008/09 747	↓	Heritage service management routinely reviews attendances and the planning process for the activities and exhibitions to achieve an appropriate balance between high quality learning and widening and developing access. Note: The method of counting data was changed between 2006/07 and 2007/08. The 747 figure is derived by dividing the number of visits (104,580) by the number of thousands of population 139.59 (based on 139,590 population).
			The number of these visits that were in person per 1,000 population	505	2006/07 503 2007/08 739 2008/09 680	↓	Explanation as above. The 680 figure is derived as above, based on 94,999 visits in person.

Policy/ Strategy Area	Activity	Lead	Relevant Indicators	Target 2008/09	Performance data and trend	↓ → ↑	Comments
Community Learning & Development	Provide a range of learning opportunities for adults in communities	Head of Cultural & Community Services	Number of contacts with adults involved in learning opportunities in their communities (This number is contacts)	4000 (April to June figure only)	14,202	↑	This number reflects the number of contacts that all services across Cultural & Community Services have had with adult learners this includes Literacy, ESOL, Family learners etc for the period 2008/09. This method of counting has changed since the April to June target was set.
	Provide adult literacy and numeracy programmes		Number of adults involved in literacy and numeracy programmes (This number is individual people)	280	2006/07 279 2007/08 334 2008/09 461*	↑	Indicator changed from adults enrolled to adults involved. Unaudited figures
	Effective ECS support services are delivered to all ECS establishments	Head of Support Services	Stakeholders receiving support express satisfaction with services provided	>90%	97.5%		Annual Questionnaire

Key Service Objective: Raise standards of performance and achievement

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) 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: Educated, responsible and informed citizens
Our people will be better informed and educated
We will support young people (16+) who are not yet ready or able to enter further education, work or training a prosperous, sustainable, inclusive community
A thriving economy including successful tourism and cultural sectors
A positive image locally, nationally and internally
Our people will have better access to training and well paid employment

Net Cost: £28,841,000

Key ↑ = Performance is improving → = Performance is steady ↓ = Performance is declining

Policy/ Strategy Area	Activity	Lead	Relevant Indicators	Target 2008/09	Performance data and trend	↓ → ↑	Comments
Looked After Children Strategy	Families receive the support when they need it	Head of Children & Families Services	The proportion of reports requested by the Children's Reporter which were submitted within target time	55%	2005/06 37% 2006/07 41% 2007/08 49%	↑	Annual return from Scottish Children's Reporter is not yet available. These figures will be reported in the Standards & Quality report for 2008/09.
			The proportion of children seen by a supervising officer within 15 days	98%	2006/07 95.2% 2007/08 100% 2008/09 92%*	↓	*unaudited figure
Learning Realising Potential, Inclusion and Equality: Attainment and Achievement	Implement the Raising Achievement Strategy	Head of Education Services	Across Perth and Kinross levels of attainment achieved by pupils: <ul style="list-style-type: none"> • across P3-P7 • by the end of S2 • by the end of S6 at Level 3, Level 5, Level 6 and Level 7 	Exceed the comparat or and national average across all indicators by 2011	A detailed analysis of performance in relation to attainment for the five year period to August 2008 is provided in the annual Standards & Quality Report.	↑	Figures for 2009 are not yet available but will be reported in the Standards & Quality report for 2008/09.

Policy/ Strategy Area	Activity	Lead	Relevant Indicators	Target 2008/09	Performance data and trend	↓ → ↑	Comments
Learning Realising Potential, Inclusion and Equality: Attainment and Achievement	Implementation of the Raising Achievement Strategy	Head of Education Services	Attainment levels for children within disadvantaged communities (the average S4 tariff score per pupil within the most deprived 15% areas defined by SIMD 2006) Attainment levels for children (the average S4 tariff score per pupil within Perth & Kinross	113 Exceed the comparator and national average across all indicators by 2011			Figures for 2009 are not yet available but will be reported in the Standards & Quality report for 2008/09. Figures not available until August 2009 for the current 2008/09 academic year.
Learning Realising Potential, Inclusion and Equality: Attainment and Achievement	Implementation of the Raising Achievement Strategy	Head of Education Services	% of children, ceasing to be looked after and accommodated, who attained English & Maths at foundation level or equivalent. % of children, ceasing to be looked after and accommodated, who attained at least one subject at standard Grade foundation level or equivalent.	80% 80%	2006/07 33% 2007/08 37% 2008/09 44.4%* 2006/07 53.3% 2007/08 69.2% 2008/09 77.8%*	↑ ↑	Based on exams undertaken in June 08. *Unaudited figures Based on exams undertaken in June 08. *Unaudited figures


Policy/ Strategy Area	Activity	Lead	Relevant Indicators	Target 2008/09	Performance data and trend	↓ → ↑	Comments
More Choices, More Chances	Secure positive destinations for young people leaving school	Head of Cultural & Community Services	% of young people entering positive destinations on leaving school	88.5%	89.1%	↑	
	Effective ECS support services are delivered to all ECS establishments	Head of Support Services	Stakeholders receiving support express satisfaction with services provided	>90%	97.5%		Annual Questionnaire

Key Service Objective: Develop active and responsible citizens
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: Educated, responsible and informed citizens
 Our people will be better informed and educated
 Our area will have a sustainable, natural built environment
Net Cost: £7,118,000

Key = Performance is improving = Performance is steady = Performance is declining

Policy/ Strategy Area	Activity	Lead	Relevant Indicators	Target 2008/09	Performance data and trend	 	Comments
Looked After Strategy	Young people receiving Throughcare and Aftercare Services are provided with opportunities to access education, training and employment opportunities	Head of Children & Families Services	% of care leavers with pathway plans	100%	2007/08 100% 2008/09 100%		
Youth Justice	Young people get the help when they need it	Head of Children & Families Services	% of young people who have been through the early intervention panel who have not reoffended within 1 year	65%	Not applicable		New Indicator
Learning Realising Potential: Curriculum	All schools take action to implement A Curriculum for Excellence	Head of Education Services	Increase the % of schools achieving <ul style="list-style-type: none"> • Bronze • Silver • Green Flag 	77 64 24	2007/08 2008/09 64 77 57 64 18 24	 	

Policy/ Strategy Area	Activity	Lead	Relevant Indicators	Target 2008/09	Performance data and trend	↓ → ↑	Comments
Implement community Engagement Strategy across Council	Services put in place mechanisms to monitor impact of community engagement activities Stakeholders when surveyed recognise that Services are engaging in a consistent, open and transparent manner.	Head of Cultural & Community Services	% of people surveyed who say that the service provided by the community Capacity Team is good or very good.	Establish baseline Of those surveyed 51% said the service was very good and 46% said good	Not applicable		35 Community groups made returns and the Community Capacity Team held two focus groups
Community Learning and Development	Provide a range of activity and support for young people in communities and in partnership with schools to allow them to develop personally and socially and take an active role in their community	Head of Cultural & Community Services	Number of contacts with young people engaged in youth activities	10,500 (April to June figure only)	2007/08 34,204 2008/09 32,692	↓	

Policy/ Strategy Area	Activity	Lead	Relevant Indicators	Target 2008/09	Performance data and trend		Comments
	Effective ECS support services are delivered to all ECS establishments	Head of Support Services	Stakeholders receiving support express satisfaction with services provided	>90%	97.5%		Annual Questionnaire

Key Service Objective: Develop caring and confident communities
National Outcome: We live in well-designed, sustainable places where we are able to access the amenities and services we need (10)
 We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others (11)
 We value and enjoy our built and natural environment and protect it and enhance it for future generations (12)
Local Outcome: Healthy, caring communities
 Our communities will be safer with reduce fear of crime, levels of offending and antisocial behaviour
 Our communities will have improved quality of life particularly in our priority areas for regeneration
 Young people will be involved in the democratic process
Net Cost: £5,290,000

Key **↑** = Performance is improving **→** = Performance is steady **↓** = Performance is declining

Policy/Strategy Area	Activity	Lead	Relevant Indicators	Target 2008/09	Performance data and trend	↓ → ↑	Comments
Standard for Working Together	Implementation Of Standards for Working Together	Head of Education Services	Schools have established effective Pupil Councils.	100%	100%	→	
			Schools, in which the parents show a willingness, will have established Parent Councils.	100%	100%	→	
			Staff consultative committees will operate effectively in schools.	100%	100%	→	
	Reduce teacher absences to below the national average by 2011	Head of Education Services	% of teaching staff absent from work	Reduction	2007/08 Mar to Apr 4.6%	↑	Annual return figure due at the end of April 2009.

Policy/ Strategy Area	Activity	Lead	Relevant Indicators	Target 2008/09	Performance data and trend	↓ → ↑	Comments
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	Head of Cultural & Community Services	Number of local people involved in community development	5000	7952	↑	This is the number of contacts the Community Capacity Team have had with community members in 2008/09.
	Effective ECS support services are delivered to all ECS establishments	Head of Support Services	Stakeholders receiving support express satisfaction with services provided	>90%	97.5%		Annual Questionnaire

Progress against the Improvement Plan

Key area for Improvement	Activity	Lead	Relevant Indicators	Target 2008/09	Result	Comments
Health and wellbeing including support for vulnerable children	Ensure that all schools have child protection procedures in place	Head of Education Services	% of establishments which have child protection procedures in place	100%	100%	
	Implementation of Looked After Children Strategy	Head of Children & Families Services	% of emergency admissions into accommodation % of children accommodated for at least 1 year who have a permanence plan	Establish Baseline Establish Baseline	19% 92%	This target will be set at 19% for 2009/10 onwards. This target will be set at 92% for 2009/10 onwards.
	Young people with enhanced transition needs have and agreed transition plan 6 months before their school leaving date	Head of Children & Families Services	% of young people with life plans 6 months before their school leaving date	Establish Baseline	75%	This target will be set at 100% fir 2009/10 onwards.
	Delivery of IIL campuses	Head of Support Services	IIL campuses delivered and operational	4 facilities delivered in 2009		

Key area for Improvement	Activity	Lead	Relevant Indicators	Target 2008/09	Result	Comments
Culture	Review Cultural Strategy, using a cultural planning approach, to secure facilities and activities including the potential Cultural Campus	Head of Cultural & Community Services	Revised Strategy and Action Plan in place - Participation Levels	Update policy	Achieved	
Parenting	Through the delivery of the Parenting Strategy provide a range of services based on a staged intervention model to increase confidence in parents and support parental and family capacity.	Head of Cultural & Community Services	Number of parents accessing support	Establish Baseline	Achieved: During 2008/09 395 parents were supported through group activities, 589 received one to one support, 288 took part in Family Learning activities.	
Community Capacity Building	Develop a Community Capacity Building Strategy for the Council	Head of Cultural & Community Services	Residents identify an improvement in support available from Council departments to play an active role in planning and delivering local services	Policy formulated	A draft plan is currently out for consultation.	

Key area for Improvement	Activity	Lead	Relevant Indicators	Target 2008/09	Result	Comments
Equalities	Develop and implement a programme for equalities	Head of Cultural & Community Services	Develop service equality plan	April 2008	Achieved	Plan in place
			Monitor 6 monthly	Sept 2008 April 2009	Achieved	Monitoring has been done
Improvements undertaken by Support Services	Implement automated contact system	Head of Children & Families Services/ Head of Support Services	Appropriate schools have system installed and in operation	Review	Cross service Group is Progressing Primary School pilot	
	Develop schools ICT infrastructure and systems to support learning & teaching and provide access to Scottish Schools Intranet (glow) / other resources	Head of Education/ Head of Support Services	GLOW accessible and mentor training delivered	30%	Mentor training delivered/ pilots underway	Further improvements planned and are linked to IIL Programme
			Secondary schools have a minimum broadband connection of 10Mbps	60%	70% have 10Mbps Connection.	
			Primary schools have a minimum broadband connection of 4Mbps	65%	Achieved	
			Classrooms with access to interactive equipment.	60%	Achieved	

Key area for Improvement	Activity	Lead	Relevant Indicators	Target 2008/09	Result	Comments
	Implement ECS wide approaches for ICT resource management and Support	Head of Support Services	ECS establishments which have completed their ICT asset management plan in line with Corporate ICT Strategy ICT Investment Plans and supporting project documentation in place across ECS	70% 60%	72% Plan updated for 2008/11	In progress
	Implement an integrated management information system for ECS	Head of Support Services	Corporate IP telephony solution is main system within ECS establishments New management information system implemented for schools Users across ECS rate the effectiveness of MIS systems as good, very good, excellent	Target priority areas 97% 70%	12 ECS establishments have IP system Achieved. To be evaluated as part of next Support Services Customer Satisfaction Questionnaire	Post implementation SEEMIS development being taken forward

Key area for Improvement	Activity	Lead	Relevant Indicators	Target 2008/09	Result	Comments
	Services contribute to ECS performance measure calendars to SMT and EOT and report on time Individual services undertake self evaluations	Head of Support Services	Process agreed and all managers received awareness Training Each service area to develop workforce plan Production of overall ECS plan	100% 50% 50%	Achieved Achieved Achieved	
	Maximise use of e-procurement System Minimise off contract spending	Head of Support Services	% spend progressed through e-procurement system by e-enabled users % spend through contracted Suppliers	20% 50%	5.73% 88.84%	Continue to Progress
	Business Continuity Plan to be prepared to deal with emergency situations for all establishments Develop performance indicators for capital projects	Head of Support Services	% of establishments with developed plans % of capital projects with developed performance indicators	10% 100%	Achieved Achieved	Continue to develop relevant indicators

Key area for Improvement	Activity	Lead	Relevant Indicators	Target 2008/09	Result	Comments
	Develop a 5 year investment plan for every school by October 2008	Head of Support Services	% of complete investment plans for schools	34%	Achieved	
	Develop a 5 year investment plan for every ECS public building by October 2008		% of complete investment plans for ECS public buildings	34%	Achieved	
	Increasing the number of trained risk Assessors	Head of Support Services	% of risk assessors trained	5% increase	14% up to December 2008	286 Risk Assessors at March 08. 326 at December 2008