



How good is our council?

Education and Children's Services

Self-evaluation

August 2007

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Education and Children's Services Self-Evaluation

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**PERTH AND KINROSS COUNCIL
HOW GOOD IS OUR COUNCIL?
EDUCATION AND CHILDREN'S SERVICES
SELF-EVALUATION REPORT
AUGUST 2007**

1. MOST RECENT INSPECTION FINDINGS

HM Inspectors carried out an inspection of the education functions of Perth and Kinross Council over the period November 2002 to February 2003 and published a report in May 2003. They carried out a further visit in April 2005 and published a follow through report in August 2005. At that time, HM Inspectors found that the Council had made good progress on only two recommendations and insufficient progress in meeting four recommendations. HMIE made a further visit during the period March to May 2006 to evaluate progress further. At the time of this visit, HMIE found that the Council had made good progress and improved many features of its work. It had maintained its strengths, for example, the high level of support and challenge for schools offered by the school improvement team, and made good progress, for example, in project management. However, HM inspectors also found that more needed to be done to consolidate and extend strategic leadership, and to strengthen deployment of centrally managed staff, improve attainment particularly in secondary schools, and provision, including alternative curriculum, for pupils with additional behavioural and emotional needs.

The Social Work Inspection Agency (SWIA) Inspection of Social Work Services took place between May and October 2006. The work of Children and Families Services was included within this inspection. The Care Commission Inspection of Fostering and Adoption Services also took place at this time. The inspection found that Children and Families Services had achieved some praiseworthy outcomes. Arrangements for inclusion of Looked After Children in community living and mainstream education were praised. However, there was recognition of the need for further improvement in the attainment of looked after children. Users and staff were unequivocal in their praise for teams, but there was a need for more systematic recording of outcomes. Fostering and Adoption services received positive reports. However, pressures were noted, and a review of support for carers and an increase in availability of foster carers was recommended. Clients were generally satisfied with service delivery, feeling that they were treated with dignity and respect. The quality of services was generally good. SWIA noted the need for clearer public information on the range of services provided. Staff morale was good and staff had a clear understanding of recent changes. Care Records and assessments were considered as generally positive, particularly arrangements for supporting children with disability. Strengths in transition work included provision for those moving from accommodation to throughcare services. However, the report identified the need for further improvement in transition arrangements for children with disabilities to adult services. The development of "Children and Young People Strategic Forum" chaired by the Chief Executive was seen as positive, along with the effective work of the specialist child protection duty team and its joint work with Tayside Police. SWIA noted evidence of strong leadership at all levels of management and concluded that there was a very good capacity for improvement.

Within Cultural and Community Services, HM Inspectors inspected Community Learning and Development (CLD) in the North Perth area of Perth and Kinross and published their report in July 2004. HM Inspectors returned to evaluate the progress made in March 2006. On their return, HM Inspectors considered that Cultural & Community Services in Perth and Kinross Council had taken very effective action to implement the recommendations of the report and very good progress had been made on three of the action points and good progress on two of the action points.

In spring 2007, HM Inspectors visited the Council as part of a national task to monitor the implementation of the Additional Support for Learning Act. HM Inspectors were very positive about the work undertaken and they gave particular praise to the high quality of procedures, training and partnership approaches adopted by the Council.

2. WHAT ARE THE CHALLENGES FOR THE SERVICE?

Context

Perth and Kinross has a population of around 140,000 people¹. There has been a 3.6% increase in population between 2001 and 2006 and further population increases are projected² for the next ten years of around 2.5% to 144,000 people in 2017. However, there has been no corresponding increase in the numbers of children in Perth and Kinross. These are currently projected to decrease over this period by around 1700 children, equivalent to a 7% reduction.

Perth and Kinross covers a large geographic area of 5,286 km². It is the fifth largest council area in Scotland. However, with only 2.7% of Scotland's population, the overall population density is low at 27 people per km². Perth is the main centre of population where around 44,000 people live. There are five towns which have a population of between 3,000 and 9,000 (Blairgowrie, Crieff, Kinross, Scone, and Auchterarder) and the remainder of the population is located within numerous villages and in the rural areas.

As the majority of the population is located in small, rural communities spread across the Council, this presents a particular challenge to providing Education and Children's Services to a dispersed population over a large, geographic area. For example, there are 77 primary schools, two thirds of which have a pupil roll of less than 150 pupils.

Perth and Kinross is one of the least deprived local authorities in Scotland. The Scottish Index of Multiple Deprivation 2006³ which is composed of 37 indicators in seven domains: Current Income, Employment, Health, Education Skills and Training, Geographic Access to Services, Housing and a new Crime Domain indicates that only 4.9% of the population of Perth and Kinross (6815 people) live in areas defined as being in the most deprived 20% in Scotland. However, there are particular challenges associated in relation to deprivation in these areas and it is estimated⁴ that 8.7% of children in Perth and Kinross (2,300) live in workless households.

The Scottish Executive (SE) publishes on an annual basis statistics in respect of Primary / Secondary School Running Costs. The source of the information submitted by PKC is:

- a) Annual Return – Budgeted School Running Costs. (FST)
- b) Annual Return – LFR1 for Actual Expenditure (Senior Accountant, SBAT, Corporate Services)

¹ Mid 2006 Population Estimates. © Crown copyright. Data supplied by General Register Office for Scotland.

² 2004-based Population Projections. © Crown copyright. Data supplied by General Register Office for Scotland.

³ Scottish Index of Multiple Deprivation 2006 © Crown copyright. Scottish Executive.
<http://www.scotland.gov.uk/Topics/Statistics/SIMD/Overview>

⁴ Annual Population Survey In Scotland A Compendium of Labour Market Statistics 2006. © Crown copyright. Scottish Executive

The most recently published statistics (revised February 2007) provide Revenue Budget and Expenditure comparison information by Local Authority for the financial years 2000/01 – 2005/06. For financial year, 2005/06 PKC ranked as follows for Gross Revenue Expenditure per pupil:

| | PKC (£) | SCOTLAND (£) | PKC RANKING | |
|-----------|---------|--------------|-----------------|----------|
| | | | COMPARATORS (5) | ALL LA's |
| Primary | 4,482 | 4,138 | 2 | 9 |
| Secondary | 5,923 | 5,771 | 3 | 14 |

It should be noted when making comparisons that there are significant differences in what local authorities include in their individual returns to the Scottish Executive for school running costs.

The net budgeted expenditure for the service is £120.11 million, with a gross budgeted expenditure of £133.565 million, offset by a budgeted income of £13.455 million. The Budget is allocated to service areas under the following headings:

| Budget Sector | Total Cost (£000) | Total Income (£000) | Net Expenditure (£000) |
|-------------------------------|-------------------|---------------------|------------------------|
| Nursery | 4,611 | (15) | 4,596 |
| Primary | 34,855 | - | 34,855 |
| Secondary | 36,436 | (13) | 36,423 |
| Special | 8,241 | - | 8,241 |
| Children's Services | 8,986 | (370) | 8,616 |
| Cultural & Community Services | 12,367 | (648) | 11,718 |
| Strategic Support | 12,320 | (217) | 12,103 |
| Parental Involvement Support | 50 | - | 50 |
| Catering | 3,479 | (1,722) | 1,757 |
| Grants/initiatives | 12,220 | (10,470) | 1,751 |
| | 133,565 | (13,455) | 120,110 |

The percentage of the school-based budget devolved, under the Devolved School Management scheme, is 95%.

Political and organisational context

The elections on 3 May 2007 introduced significant change in the political organisation of local government across Scotland in line with the Local Governance (Scotland) Act 2004 which resulted in larger ward areas and the introduction of proportional representation with councillors being elected under Single Transferable Voting. The 41 wards in Perth and Kinross have been replaced by 12 new wards and there are three or four councillors elected for each ward.

The Administration of the Council is formed from the SNP and Scottish Liberal Democrat groups who have 18 seats and 8 seats respectively. The Scottish

Conservative and Unionist Party and the Scottish Labour Party take up the remaining 12 and 3 seats respectively.

The council's management structure comprises the Chief Executive and four Executive Directors, one being the Executive Director of Education and Children's Services (ECS). The main committees are: Lifelong Learning, Community Safety, Housing and Health, Enterprise and Infrastructure and Environment. The challenge for the council is to ensure that all committees and departments with responsibility for education and children's services work together effectively to ensure the best outcomes for all stakeholders.

There has been a period of organisational and management change in the Education and Children's Services Department following the 2005 follow-up inspection by HMIE. As a result of the outcomes of this follow-up inspection, the Council commissioned a major review of the strategic management of ECS. The review made a number of recommendations all of which were approved by the Council in December 2005. The management of the service was re-organised into Executive Director, Deputy Director and four service delivery areas each headed by a Head of Service:

- Education Services
- Children's Services
- Cultural and Community Services
- Support Services

From August 2006, they formed a new Senior Management Team. However, there have been further staff changes since then with the new Executive Director resigning in April 2007 to be replaced with an Interim Executive Director in May 2007 and the Deputy Director retiring at the end of March 2007 to be replaced by a new Deputy Director in April 2007.

Challenges

The challenges facing the service are to ensure that its strategies genuinely raise achievement and attainment for all. This requires effective arrangements to ensure that the needs of all learners are met effectively. Within schools and learning centres this means ensuring there are effective transition arrangements across all stages of education to ensure that learners have a coherent and progressive experience that builds appropriately on their prior learning and levels of achievement. It also means that there is a need to ensure that arrangements for integrated and partnership working are effective in meeting the personal, social and emotional needs of pupils, particularly vulnerable pupils. These include:

- an increasing number of children and young people affected by parental substance misuse
- looked after children
- those with emotional, social and behavioural difficulties
- the number of 16-19 year-olds who are not in education, employment or training (NEET).

Particular priorities are to increase the achievements of lower attaining pupils, particularly vulnerable learners, including looked after children, and improving the positive destinations of school leavers to increase the numbers of young people in education, employment or training.

Within Cultural and Community Services, the key challenges for the service are to maintain the momentum and breadth of provision built up over recent years. The rural nature of the work, combined with the need to invest in infrastructure such as leisure and community facilities, will remain a challenge in the immediate future.

Other challenges include the need to improve the school estate. Despite the Investment in Learning Programme that will deliver six new learning campuses across Perth and Kinross over the next three years, there is a need to maintain and improve accommodation across the whole school estate. Lifelong Learning Committee approved revised primary school capacities in February 2007. Although these new capacities are effective from August 2007, the service will manage this process over time to reflect current pupil numbers. As a consequence of the revised primary capacity figures, 82% of all PKC primaries had an occupancy of over 60%. The new capacities were based on the then Scottish Executive maximum class sizes of 25 in P1, 30 in P2 and P3 and 33 in P4-P7, with a maximum of 25 pupils in composite classes. However, the new administration within the Scottish Executive has indicated an intention to reduce class sizes in P1-P3 classes to 18. The review of secondary capacities has not yet been concluded. Current capacities still reflect those approved in 1992 by Tayside Regional Council. The Scottish Executive is also committed to protecting and preserving small rural schools in the heart of the community. Accordingly, any review of the school estate will not only need to pay due diligence to the local area housing and land development plans but also take account of the Scottish Executive's proposals and possible commitments.

3. WHAT KEY OUTCOMES HAVE WE ACHIEVED?

3.1 EDUCATION SERVICES

Pre-school and early years education

Almost all aspects of pre-school provision, including programmes and children's progress, were judged to be good or very good in all 69 centres inspected over the period from 2003 to June 2007. During the same period, the number of Perth and Kinross Council centres achieving very good evaluations exceeded almost all comparator authorities.

Almost all centres had good or very good leadership over this period. Overall provision and deployment of staff was good or very good in most centres and, across the period, the proportion of evaluations where there were important weaknesses had steadily reduced.

All pre-school settings completed the Perth and Kinross Council tracking mechanism which informed the pre-school report and supported the individual child's transition to P1. The current format was used for the 3rd successive session in 2006 -07.

Almost all schools and centres were involved in the Child Smile tooth brushing initiative. Feedback from the Oral Health coordinator indicated this initiative had a positive impact on young children's dental health.

Primary education

Overall, the council has made good progress in improving performance in primary schools, with very good progress in mathematics. Within primary schools from 2003 to 2007, there has been a steady and continuing improvement in the proportion of pupils achieving the appropriate levels in reading, writing and mathematics. Improvements in attainment in mathematics have been particularly notable, the proportion achieving the appropriate levels rising from 78.4% in June 2002 to 85.7% by June 2007. There has been a steadily improving trend over the last five years across P3-P7. Over the last three years, there has also been a steadily improving trend in the levels achieved by pupils by the end of P7. Attainment in writing remains the major area for improvement. Overall, pupil attendance is in line with comparators and above national averages. However, exclusions increased significantly to 2006 and were around three times the averages for comparators and twice national levels in 2006. However, these figures relate to a relatively small group of learners and were reduced by almost 10% in session 2006-2007. The Raising Achievement Strategy is developing a range of targeted approaches to support these learners. This work includes the EMBED project and a number of approaches to reduce exclusions and raise achievement.

Secondary education

In secondary schools, there has been some overall improvement in the levels of attainment achieved by pupils in reading, writing and mathematics by the end of S2. However, there is scope to improve transition arrangements for learners between primary and secondary schools and to improve these levels further, particularly in writing. However, from S4 to S6, the council has made limited progress in improving performance in secondary schools. By the end of S6, despite improvements in the

proportion achieving 5 or more awards at levels ⁵3, 4 and 5 in 2007, the proportion achieving awards at level 6 had declined over the longer term from 2002. Between 2004 and 2007 the education authority's performance remained broadly steady on most key measures. However, in 2007 there was a notable decline in the proportion of pupils achieving 5 or more awards at level 4 and 5 by the end of S4. However, there was also a decline in performance in these measures at a national level and amongst comparator authorities. By the end of S4, S5 and S6, up to 2007 the overall proportion of pupils achieving success in national qualifications was above national averages for most measures of performance. However, it was below or only in line with national averages on a number of measures of performance for lower-attaining pupils. Pupils' levels of attainment were below the average for comparator authorities on almost all key measures. The average tariff score for both the lowest 20% and the remaining 80% continues to be above the national average but below the comparator authority average.

Through the Raising Achievement Strategy, the Council is taking a number of steps to identify and support potentially disadvantaged learners who are at risk of missing out. This work includes targeted action to address the needs of looked after children. The attainment of this group has improved from a low base. In 2005/06, the average 16/17 year old leaving care with at least one Standard Grade rose to 60% from 40%. The Raising Achievement Strategy also focuses on providing targeted support for potentially disadvantaged learners. This has included work to reduce the number of 16-19 year olds not in education, employment or training. An important challenge for the Council is to raise levels of attainment and achievement of all learners in secondary schools.

Over the period 2004 - 2006, overall levels of pupil attendance were below the comparator average, but above the national average. Over this period, exclusions from secondary schools had increased notably and were well above comparators but still below the national average.

There has been a steady increase in the proportion of school leavers moving on to each of higher education, further education and training. In each case, this is above both the national average and that of comparator Councils.

Additional Support for Learning provision, including special schools

In session 2006/7, the ASciT (Additional Support Coordinators Inclusion Team) was established. This brought together existing personnel from different parts of the service to form a coherent, comprehensive team. The team has responsibility for the many aspects of additional support for children and young people in our schools and nurseries.

Significant progress has been made with the following aspects of support:

- The range of specialist provision continues to be widened in Perth and Kinross to meet the needs of all children. The new Special School, Fairview, is currently being built on the site of Perth Academy and Viewlands Primary School. It will open in April 2008. Cherrybank and Glebe Schools will close at this time. The senior management team for Fairview has been appointed. Staff are working in

⁵ **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

partnership to deliver a comprehensive programme involving pupils, parents and staff in preparation for the move to the new campus. Plans for the residence component are progressing and the facility for all pupils to experience residence as part of their wider 24-hour curriculum makes this a unique model. The opportunity to experience residence will also be extended to pupils with complex and/or multiple needs in mainstream secondary settings.

- The provision of a specialist integrated provision for children with extreme social emotional and behavioural difficulties (Embed Centre) has been approved. It will open in August 2009. It will provide intensive therapeutic and holistic support to identified children and their families for specified periods of time. A key function will be to support children back into their local school.
- Streamlining of the allocation of Support for Learning Teachers and Support for Learning Assistants from P1 –S6 has been undertaken. The process is internally moderated to ensure both equality and transparency of provision.
- An Early Years Inter-Agency Panel has concluded a two-year pilot. The evaluation was very positive and following approval from SMT this will now become the established forum for ensuring a ‘team around the child’ approach to pre-school children with complex/multiple needs.
- At an operational level, an enhanced evaluation of Support for Pupils has been undertaken in one secondary school. This was well received and contributed well to the overall school development plan for the coming session and beyond. It is intended to develop this model further.

Psychological services

The Psychology Service is participating in the Scottish Executive ‘Pathfinders’ initiative. Work in this area has focused on improving the range of expertise and knowledge within college and training providers on the additional support needs of young people, and on ensuring that effective transition planning is in place for young people leaving school who are vulnerable.

The Psychology Service contributes to the Authority’s implementation of the new ASL legislation. This has included the delivery of training across the authority to schools, social work, careers, health, and post school providers, as well as the development of processes, procedures and guidance pertaining to the legislation. Psychologists are also involved in the development and implementation of the ASL strategy for ECS. A review of the authority’s ASL provision in order to identify areas for improvement has been undertaken.

The Psychology Service contributes at ECS level to reference groups that progress targets from the Integrated Children’s Services Plan, and is involved in authority working groups that develop policy and practice in areas such as fostering and adoption, early years, autism, and mental health. The service has taken a lead role in the development of a self-harm network across education, health, social work and voluntary organisations.

The Service has delivered a project on promoting emotional wellbeing and resilience in a primary school and aims to extend this approach to other schools. This area fits with the Health Promoting Schools agenda and the increasing emphasis on young people’s mental health. Nationally the Service has contributed to the development of the Self Evaluation toolkit for Psychological Services. The Service has fully complied with the British Psychological Society requirement for a minimum of 40 hours CPD for each psychologist. All psychologists are required to ensure that their CPD

activities cover the four core National Occupational Standards for applied psychologists.

3.2 CHILDREN AND FAMILIES SERVICES

In Children and Families Services, there has been good progress in achieving key outcomes. The Annual Report of the Child protection Committee (June 2007) reports Child Protection Referrals in the last year to be similar to previous years and below the Scottish average. However, there has been a significant rise (28%) in the number of childcare concerns referred to social work from other agencies, mainly the Police. Analysis through Children and Young People Strategic Partnership suggests this reflects good inter-agency working. Childcare concerns are progressed more effectively without the need to deal formally through child protection procedures.

Perth and Kinross has a strong history of placing looked after and accommodated children in community placements. This has continued over the last six months despite a significant rise (20%) in looked after and accommodated children. In the same year, the number of children experiencing more than three placements was reduced from 37% to 28%, falling below the national average (29%). The Looked After Children Strategy, approved by Committee in June 2007, includes a number of measures which should impact positively on supporting children at home and maintaining community placements.

National Standards for Youth Justice set a reduction of offending by young people defined as persistent offenders by 10% to be achieved by March 2006. Perth and Kinross was one of seven Authorities in Scotland to achieve this between the base-line year 2003/04 and 2005/06. Monitoring by the Youth Justice Partnership suggests that this is being maintained, consolidated and improved. Figures for production of reports to the Children's Hearing System and visits by social workers within 15 days to children placed on supervision both indicate an improving position. Although it is recognised that there is a strong commitment to reporting, measuring and improving performance through the use of SWIFT and the Business Management and Improvement Plan (BMIP), Children and Families Services still need to strengthen processes for accurately measuring, reporting and using outcome data. Work has started with Health to tackle this on an inter-agency basis.

3.3 CULTURAL AND COMMUNITY SERVICES, INCLUDING CLD

Improvement in performance across Cultural and Community Services has been tracked through qualitative and quantitative data. Overall performance is very good. There is evidence of progress across a number of services. These include increases in:

- visitor numbers to museums and art galleries, from 74,249 in 2001/02 to 78,646 in 2006/07
- heritage service use by community groups and adult learners, from 2828 in 2001/02 to 3139 in 2006/07
- the use of public library learning centres (computer access) – from 8,000 users in 2003/04 to 12,000 users in 2006/07
- the numbers of young people accessing music tuition and experiences – an additional 800 young people are benefiting from the Youth Music Initiative and breadth of provision has been increased. There has also been an increase in all IMS services including Central Groups, rural participation and an increase in the genres of music on offer.

- the number of individuals engaged in cultural events and arts activities including community involvement in local arts festivals.
- the numbers participating in the Duke of Edinburgh's Award, with an increase of 65 in 2006/07
- the number of adult literacy learners from 265 to 279 learners in 2006/07

Other achievements include:

- The number of hits on the Perth and Kinross pages of the Young Scot portal have increased to a high point currently in excess of 4000, above that of comparator authorities.
- Two museums and galleries have attained four star visitor attraction status from the Heritage Service.
- All Council museums and art galleries have attained the Standards for the accreditation of museums.
- The WannaB (Rock and Pop music) continues to flourish and increase opportunities provided for young people in the North Perth area.

As part of the follow-through inspection, HM Inspectors also highlighted a range of achievements. They noted that staff had actively supported the development of a range of new community groups in the North Perth area. They also noted that child protection training and wider youth work training had had a positive impact on the programmes provided for young people and that there was an increase in the number and range of issue based adult learning groups with an increase in literacy provision. In addition, Youth Achiever Awards and the Duke of Edinburgh's Award are being used in a positive way to engage vulnerable young people. Perth and Kinross has one of the largest and best-developed Duke of Edinburgh Award schemes in Scotland. Staff across Cultural and Community Services, including Library staff and Heritage staff are supporting and extending community learning and development activities and programmes, including the development of a micro-library in Fairfield Neighbourhood Centre and the extremely successful Muirton Photographic project.

3.4 WIDER ACHIEVEMENTS

The Council has also operated a range of successful projects which have made a contribution at Council, national and international level. These involved both schools and individual members of staff. A high proportion of schools have achieved Eco School status. This has helped promote positive attitudes towards the environment and related action by pupils.

Enterprise in education has been developed in innovative ways. Schools worked to embed enterprise into the curriculum, through the Determined to Succeed programme. Enterprising learning opportunities are also planned through Eco-school, Global Dimension, Health & Wellbeing and International Education initiatives. This has developed positive attitudes and built learners' self-esteem, problem solving and team working skills. Each secondary school offers work experience for between 3 and 5 days for all S4 pupils who are due to leave school and, in some schools, to the whole S4 cohort. In addition, extended work placements are offered, where appropriate, to S4-S6 pupils to suit their particular learning needs which may range from a more appropriate curriculum, through community programmes to pre-university experiences. Teachers are encouraged to visit pupils on work experience placements. We have also built very effective international partnerships. This has included innovative work in building links with China.

A number of centrally employed and school based staff have contributed extensively to national developments either as associate assessors with HMIE or as members of national advisory groups or secondees to the Scottish Executive. Very good progress had been made in implementing the recommendations of the national *Hungry for Success* initiative, but there is scope to increase the uptake of school meals, particularly in secondary schools. The strategy for *Improving Health, Improving Learning* launched in 2007 will ensure that all schools are committed to becoming Health Promoting Schools.

3.5 STATUTORY DUTIES

Financial management within ECS is strong. The variance between budget prediction and actual spend is very small. HM Inspectors evaluated this aspect of the services' work as very good in the INEA inspection of 2003.

The Service complies with the duties set out in within the Standards in Scotland's Schools etc Act and is committed to enabling all learners to achieve to their fullest potential. As stated above, in spring 2007, HM Inspectors visited the Council as part of a national task to monitor the implementation of the Additional Support for Learning Act. HM Inspectors were very positive about the work undertaken and they gave particular praise to the high quality of procedures, training and partnership approaches adopted by the Council.

With regard to equalities legislation relating to race, disability and gender, the service has taken a number of significant steps to ensure that staff at all levels have a clear understanding of their legislative duties and responsibilities. Appropriate assessment schemes have been developed across ECS. All schools have been issued with training materials and guidance for all staff entitled *Bringing Equality to Perth and Kinross: The Three Public Sector Duties*. All schools have appropriate policies in place and all staff should now be trained in these areas.

4. HOW WELL DO WE MEET THE NEEDS OF STAKEHOLDERS?

4.1 EDUCATION SERVICES

Parents⁶, staff and pupils are generally very positive about almost all aspects of education in **primary and secondary schools**. Almost all parents feel their children enjoy school and find school work stimulating and challenging. Almost all staff enjoy working in their schools. Evaluations of staff development activities arranged for teachers are generally very positive. Almost all pupils in primary and almost ninety percent of pupils in secondary enjoy being at their school. Action to improve arrangements for engaging effectively with learners, parents, carers, staff and the community and ensuring all schools have effective arrangements for consultation and communication is a key priority for improvement in the Business Management and Improvement Plan (BMIP) for ECS and in school improvement plans for 2007-2010.

The Council has taken very effective steps to develop **Parent Councils** in line with the requirements of the *Parental Involvement Act*. This work was featured as an example of best practice at a national conference on the implementation of the Act in November 2006. **Pupil councils** are well established in schools with some examples of excellent practice. The Council also hosted a meeting of the Scottish Youth Parliament in November 2006.

Within **psychological services**, parents and young people are routinely asked to comment on the service received through follow-up questionnaires. An evaluation questionnaire to Headteachers has recently been issued which will allow the service to draw comparisons with previous school evaluations. These have indicated satisfaction with the quality of service received but dissatisfaction with the amount of time received. The service is currently developing a strategy for the involvement of children and young people in service development. The service offers placements for Educational Psychology trainees from Dundee University. Evaluation of their placements by trainees has been extremely positive. The service has recently carried out a staff survey. The results from this compare favourably with the overall Perth & Kinross Council results. Areas for improvement have been identified and are being taken forward. An evaluation of the contribution that psychologists make to reference groups indicated a high level of stakeholder satisfaction.

4.2 CHILDREN AND FAMILIES SERVICES

Evidence from surveys shows that users of **Children and Families Services** are generally satisfied and foster carers are very satisfied with the service they receive. However, further improvement is required to ensure that users are engaged fully in care planning and care reviews. Monitoring of performance is achieved by regular file auditing and surveys of users' participation in systems. The planned increase in profile of advocacy support provided by Who Cares and the Children's Rights Officer will improve this further. Children and Families Services plan to develop and use more systematic approaches to collecting and analysing feedback on the impact of the service.

Evidence from internal and external inspections indicate that Children and Families Services staff are committed and feel well supported. Morale is high. Children and Families Services' staff have good access to learning and development opportunities

⁶ Based on HMIE questionnaires issued during school inspections.

across social work, and ECS, and on an inter-agency basis in a number of areas. Many staff have taken the opportunity for career progression provided by the SVQ Framework. Regular supervision and annual ERD is well embedded across Education and Children's Services.

The SWIA Improvement Plan and Changing Lives Agenda recognises that the role of social work in community development and capacity building requires further development. There are strong links in many community groups and areas. Good links exist between residential establishments (e.g. Wellbank, Residential Unit in North Muirton, preparation for EMBED Centre) and their local community. Children and Families Services also play a significant role in Community Planning structures, regarded as very good by SWIA. The development of the Children and Young People's Strategic Partnership in the last year has provided strong leadership and governance across all Children's Services in Perth and Kinross.

4.3 CULTURAL AND COMMUNITY SERVICES

The service has had a very positive impact on participants and users. Evaluations of service delivery and activity are consistently positive across all aspects of **Cultural and Community Services**. Positive examples include the following:

- Young people have continued to be involved in issue based groups with skate park campaigning groups being successful in Scone and Crieff.
- In a recent survey of 52 young people, 96% felt they had become better learners. 92% felt they were more confident through their involvement with Youth Services
- Parents using community crèches with their children commented positively on the benefits their children gained through socialisation with other children
- Family clubs, family holiday activities and sports activities developed through North Perth Community School have benefited families in the area
- Extensive monitoring and evaluations of Saturday Cool School projects and residential music courses have shown high levels of satisfaction.

The impact of the service on paid and voluntary staff is good. Teams work well together and reflective practice groups are providing an opportunity for peer support and skill sharing. Further examples of good practice include the following:

- The extended management team of Cultural & Community Services has benefited and learned from the opportunity to work across a range of services and professional disciplines.
- The inclusion of reflection in youth work support and supervision ensures staff use their training to improve their practice.
- Literacy volunteers have attended ITALL training and training has been available for tutors to enhance their skills in their work with ESOL learners.
- Training for childcare staff provides the opportunity for national awards in childcare.
- There are increased opportunities for staff development in some aspects of the service. For example, libraries offer regular training and development sessions for all staff four times a year. Evaluations have been mostly positive. CLD staff training has been very positively received.

The impact of Cultural and Community Services on families and carers is good. A significant part of the work of the service is directed towards improving services for parents, carers and families. Much of this work complements the work of colleagues in schools, in social work settings, in partner agencies and in local communities.

Much of the work is directly delivered by staff on a partnership basis (Integrated Team meetings in Secondary schools are an illustration of this, as is the close work between Library staff, Early Years staff and local Health professionals in the 'Bookstart' Scheme.)

The CU@Sport team took forward the 'next steps' initiative. This work focussed support on individuals and families in need. More generally, the sports development team is taking forward a family activities programme looking at whole family unit activities. Staff in Cultural and Community Services who are particularly involved in supportive work to children, parents and families include Community Link Workers, Active School Co-ordinators, Sports Development Team, Childcare Partnership staff, Community Learning and Development staff and Libraries staff. Further examples of positive practice include:

- The percentage of children aged 0, 1, 2 and 3 with library membership in 2006/2007 has increased by 71%, 22% 7%, and 4% respectively. This work has been linked to the Bookstart initiative.
- HMle reports on Secondary Schools in 2007 concluded that 'the school had developed good links with a wide range of support agencies (Crieff HS, Jan '07) and 'Pupils received very good support from the active community link workers and outdoor education staff.' (Perth HS, June '07)
- The Coffee Plus model at North Perth has been recognised as good practice through publication in the Scottish Parent Teacher Council catalogue of Success Stories and the Learning and Teaching Scotland Inclusive Education Website.
- Community Link Workers delivered four Handling Teenage Behaviour courses in North Perth to 40 participants. Evaluations demonstrated that the courses were very helpful in assisting parents to develop strategies to improve their parenting skills.

The impact of the service on the community has been positive and is good overall. Community groups have worked with CLD staff to assess the needs of communities across Perth and Kinross. There is an increasing number of examples of communities being involved in shaping services in their area. Examples of good practice include:

- The provision of training for community groups in LEAP, committee skills and the Standards of Community Engagement. This work has led to more confident community groups.
- Community groups are represented by their members on Regeneration Partnerships and Community Learning and Development Partnerships.
- Increased cultural activity has been targeted to specific geographical areas or excluded groups. For example, the Fairfield micro-library and stART festival.
- Policy changes to ensure easy access to services has improved access to services such as libraries and services for the homeless.
- At a local level, CLD partnerships have supported a range of innovative practice including the Ardoch Community Development Trust and the Muirton Park Community Support Network.
- The Youth In Tent project provides an innovative way of engaging with young people in rural areas.
- Photographic projects in Rattray and Muirton have enthused local participants and encouraged skills development in photography, presentation and writing.

- The 'Future Coaches' programme, targeted at young people is aimed at building capacity and increasing long term human resources options available for sports development through coaching.

The strategic CLD Partnership has had a positive impact on the wider community. Its work has been taken forward through the three CLD sub groups: youth, adult and capacity building. This work has led to the development of the 'learning journey' – a web based guidance project and the establishment of a facility mapping resource. Further work has led to the development of the Spirit of Youth Awards, the Highland Spring Sports Personality of the Year Award, on-line access to services and information within library services and a significant increase in rural participation of Central Music Groups through extra funding for bus transport.

4.4 SUPPORT SERVICES

Support services has a range of approaches to ensure it makes a positive impact on users. In taking forward and developing major capital projects, the service engages in regular consultation with key stakeholders. There are regular meetings at appropriate stages of the project to ensure that it meets the needs of the school and the local community. Recent examples of this include consultation exercises carried out for the new school projects at Fairview School, Dunning Primary School, Errol Primary and Invergowrie Primary. Other approaches include:

- consistent messaging for primary parents on healthier eating through a twice per annum menu and newsletter
- improved food safety support for a variety of ancillary food services provided to our children
- Service Level Agreements with voluntary organisations for the provision of a service to the Council that cannot be provided internally
- payments are paid fortnightly to foster carers to enable them to provide homes and family life for children who are required to be accommodated
- work to increase the use of locally sourced food through the development of school meal food specifications in partnership with Tayside Contracts, Dundee City & Angus Councils.

In addition, 577 pupils and families benefited from Educational Maintenance Allowances (EMA) payments during session 2006/2007. This enabled learners to remain in education, providing the opportunity for higher levels of achievement and attainment and reduced numbers of young people not in education, employment or training. Furthermore, the direct payments scheme provides cash payments to people with parental responsibility for disabled children where an assessment of need has been undertaken. The regular four weekly payments allow the parents the option of employing their own support worker. Currently 18 children within 16 families receive this support.

5. HOW EFFECTIVE ARE OUR KEY PROCESSES?

5.1 EDUCATION SERVICES

Within the pre-school sector, almost all aspects of pre-school provision, including programmes and children's progress, have been judged to be good or very good in HMIE and Care Commission inspections. The Early Years support team has taken forward key initiatives such as Partnership for Effective Literacy Teaching (PELT), Active Learning Active Numeracy (ALAN), and work with families. In 2006/07 the team have piloted learning approaches through play in pre-five and P1 in selected schools. Pre-school and early years developments have also been identified as examples of best practice nationally and the Council has contributed to national publications and staff development activities.

Across all sectors, the overall quality of the **curriculum** is good. This is reflected in the evaluations of schools inspected by HMIE. The Council is making good progress with the implementation of *A Curriculum for Excellence*. There are many excellent and innovative examples of multi- and inter-disciplinary learning, particularly in primary schools. These examples of good practice have been shared at staff development activities organised for staff in schools. Work is also underway to extend the range of options available to learners in the upper stages of secondary to ensure there are appropriate pathways for all pupils, including vocational opportunities. The overall strategy adopted by the Council in taking forward the implementation of *A Curriculum for Excellence* has received very positive feedback from HMIE and the Scottish Executive.

The overall quality of pupils' **learning experiences** is good in primary and adequate in secondary schools. This is generally reflected in the evaluations of schools inspected by HMIE. However, HM Inspectors evaluated learning as adequate in five of the fifteen primary schools inspected between 2005 and 2007. In the remainder, it was good or very good. Across the authority, in a growing number of schools, particularly in primary, pupils have very good opportunities to think about, and be active in, their learning. This is particularly the case in schools that have taken forward innovative approaches to the use of ICT and inter-disciplinary learning as part of their work on implementing *A Curriculum for Excellence* and in taking forward Eco-School and enterprise activities. In these cases, teachers create genuine opportunities for learners to take responsibility and think independently. Overall, however, the quality of learning is too variable across and within schools. Improving learning is a key strategic priority for the service. The focus of this work will be on ensuring that effective transition arrangements provide continuity and progression in pupils' learning across the various stages of education. The service is also committed to making learning relevant, stimulating, challenging, exciting and motivating. Across the service, lessons need to be consistently well paced and provide appropriate support and challenge to all. The challenge across schools is to make learning more interactive and engage learners more effectively in their own learning and development.

The overall quality of **teaching for effective learning** across all sectors is good, with some very good practice in a wide range of schools. This is generally reflected in the evaluations of schools inspected by HMIE. In most primary and secondary schools, HM Inspectors evaluated the quality of teaching as good or very good. Within education services, we are committed to ensuring that teaching is of a more consistently high standard and that examples of very good and innovative practice

are shared and applied across and within schools. In particular, work will focus on ensuring that teaching approaches are matched to learners' needs and take full account of learners' prior experiences and achievements. This will include ensuring that teaching actively engages learners in their learning, motivates learners and develops independent learning skills. More interactive approaches to teaching will be achieved by engaging learners through discussion, dialogue and the skilled use of questioning to stimulate learners' interest and check and develop their understanding. This will involve encouraging and valuing learners' contributions, promoting learning and building confidence. Schools have invested significantly in the provision of interactive technology and it will be vital for teachers to make appropriate and effective use of ICT to support and extend learning.

The overall quality of arrangements for **meeting learners' needs** is adequate across sectors. In around two-thirds of primary schools inspected by HMIE, arrangements for meeting learners' needs were adequate or good. There were no evaluations of very good in primary or secondary. This is a key priority for improvement in education services. Over the next three years, we will place a strong emphasis on embedding the principles of Assessment is for Learning across sectors, particularly in secondary schools. This work will focus on ensuring that teachers provide learners with a clear understanding of what they need to do to improve. Effective transitions at all stages are also essential if all pupils are to make appropriate progress from their prior learning and levels of attainment. Therefore, there will also be a focus on ensuring teachers use assessment information effectively to plan pupils' learning and monitor their progress. This work will be linked to the arrangements for the implementation of the Additional Support for Learning Act and ensuring there is an appropriate range of provision for pupils with additional support needs. Progress in this area will be central to the drive to reduce exclusions and raise levels of attainment and achievement for all.

Within **psychological services**, psychologists are deployed on a cluster model, with one psychologist covering a secondary cluster and its associated primary schools and preschool. Increasingly psychologists operate within a model of integrated support services, aiming to contribute their particular specialism to the skills and expertise of other professionals. Psychologists are active participants in the integrated teams now well established in all secondaries, and in some primaries.

Psychologists offer a service which includes consultation, assessment, intervention, training, and research and development. They work at three main levels – the level of the individual child, young person and family, the level of the school or establishment, and the level of the local authority. In line with the ECS Raising Achievement strategy, the Psychology Service has re-aligned its priorities in order to focus on relevant targeted groups such as looked after children and young people with emotional and behavioural difficulties. The Service has played a key role in the development of nurture classes in three primary schools, and the Principal Psychologist has contributed to the initial development of the EMBED Project. An audit of time allocated to service delivery has led to a strategy to achieve a better balance across the five roles undertaken by psychologists. As a result, the Service has increased its delivery of training to others and has also increased its involvement in action research and development projects, such as an evaluation of early years integrated working, and the effectiveness of CALM training in schools. Training delivered to a wide range of staff has included areas such as bereavement and loss,

attachment, resilience, self-harm, peer mentoring, mental health, speech and language difficulties, stress awareness, autistic spectrum disorder.

In order to ensure a higher level of collaborative working, and to enable specific skills and expertise developed by some psychologists to be utilised beyond their own geographical area, the service has developed a central allocation system for delivery of services beyond the core services that all psychologists offer. This approach ensures that psychology time is available not only to schools but to other services and agencies that work with children, young people, and families. The Service has developed joint guidelines with speech and language therapists on working together with children with specific language impairment. Psychologists work closely with the Family Change Project who deal with children who have suffered trauma. Almost all psychologists review and monitor residential placements made by the authority to ensure that the child's needs are being met appropriately and effectively.

5.2 QUALITY MANAGEMENT IN EDUCATION

The arrangements for **delivering education services** are good overall. The policy framework and statement of intent launched in January 2007, set out the values, purpose and key objectives across Education and Children's services in Perth and Kinross. Within Education Services, the document *Improving Education April 2007* issued to all headteachers sets a clear strategy for the delivery of education services to secure improved outcomes for all learners. It does so by focusing on three broad strategic areas. These are achievement, learning and leadership. The key objectives for the service are to:

- raise levels of **attainment and achievement** by maximising success for all learners and users
- improve **learning** by engaging learners in the highest quality learning activities
- build **leadership** by fostering high quality leadership at all levels.

Education Services staff are committed to achieving these objectives through effective approaches to self-evaluation, reporting on standards and planning for improvement. Since the launch of the policy framework in January 2007, the Perth and Kinross *Standard for Learning: Realising Potential* has been launched along with the strategy for Improving Health – Improving Learning. The standards set out in these strategies support the delivery of the highest quality experiences for all children and young people. They set clear standards for learning, teaching, meeting learners' needs, the curriculum and Improving Health. They have been matched to the illustrations of very good practice set out in national quality indicators published in *How good is our school?* in March 2007. Service Managers take forward this strategy for improvement through their work of with individual schools and through local management groups. The key focus of this work in the next three years will be to ensure there are effective transition arrangements at all stages, but particularly between primary and secondary school. This work will have a particular focus on:

- the development of literacy, numeracy, and health and well-being skills across the curriculum, and
- ensuring that teachers take appropriate account of children's prior learning and achievements in planning course and programmes to meet learners' needs.

Overall, schools receive clear advice on the curriculum and programmes. In particular, the recently developed 5-14 Mathematics programme has had a positive impact on learning and teaching and has helped raise attainment, particularly in

primary schools. As national advice on A Curriculum for Excellence is developed, a key priority for the service will be to ensure that schools are provided with up-to-date advice and guidance in all curriculum areas. Schools have taken a number of positive steps to develop and enhance arrangements for recognising pupils' wider achievements. These include systems for recording occasions when pupils are responsible citizens, effective contributors, successful learners and confident individuals. Education and Children's Services arranges an annual achievers ceremony at which the outstanding achievement of learners is celebrated formally.

The overall arrangements for **inclusion, equality and fairness** within education services are adequate. The service has taken a number of significant steps to ensure that staff at all levels have a clear understanding of policies and their own responsibilities. All schools have been issued with training materials and guidance for all staff entitled *Bringing Equality to Perth and Kinross: The Three Public Sector Duties*. All schools have appropriate policies in place and all staff should now be trained in these areas. However, despite these policies and procedures, further work is required to ensure that the service takes appropriate and specific action to tackle any differences in levels of attainment that may be due to race, disability or gender. This is particularly the case for vulnerable and other potentially disadvantaged learners, such as looked after children and those with emotional, social and behavioural difficulties. Current levels of attainment for these groups are too low and levels of exclusion within both primary and secondary are too high.

Education services has taken a number of significant steps to **improve the quality of services and establishments**. *Improving Education April 2007* provides clear and succinct advice to schools and pre-school learning centres on self-evaluation, quality improvement and reporting on standards and quality. This advice takes full account of *How good is our school?* published in March 2007. The *Improvement Framework* also provides clear advice to schools on the programme of visits to be undertaken by Service Managers in any one year. This includes clear advice on proportionate support and challenge. This approach enables the service to recognise and build on strengths while targeting resources in areas of underperformance.

By August 2007, a number of significant steps had been taken to address capacity issues within the school improvement function. There are now nine service managers. One service manager has overall responsibility for addressing the inclusion agenda and leads on the strategy for meeting the needs of pupils with additional support needs, including those with emotional and behavioural difficulties. This service manager also quality assures provision within the special school sector, including provision for pupils placed outwith mainstream provision. A second service manager leads a team of educational psychologists. The remaining seven service managers work in teams with schools within a cluster. Two service managers link directly with five secondary schools. Five service managers link directly with the primary and nursery schools associated with each of the secondary schools. Each school - primary, secondary or special - has a service manager who is the main point of contact for the school. Service managers also work as a team of two with all schools within a cluster in taking forward the agenda for education 3-18 at a local level through Local Management Groups. In addition, service managers each have responsibility for the leadership of a strategic area of service delivery.

The balance of responsibility for service managers is not only to provide support to schools but also to challenge them to improve. They work closely with schools to validate self-evaluation, identify strengths and areas for improvement and provide the strategic direction for continuous improvement. As self-evaluation processes become more systematic and rigorous, the service manager link with schools will become more proportionate. This approach will enable the service to target its resources in a way that is proportionate to risk. There will be less intervention in schools that are effective but stronger intervention where significant or major weaknesses are identified. These schools will benefit from sustained, relatively intensive support and intervention.

The capacity within the cohort of fourth tier officers has also been enhanced and there are now teams of officers as follows:

- Additional Support Coordinators Inclusion Team
- Pre-school and early years team
- Learning and teaching improvement team

The service now has a very good strategy and capacity for securing **improvement in the quality of services and establishments**. It now needs to ensure that these approaches lead to demonstrable improvements in outcomes for learners. Across Education Services, there are improving levels of attainment and achievement in primary schools. However, levels of exclusion in both primary and secondary schools remain too high. Overall levels of attainment and achievement in secondary schools have declined for some measures and there is a need to raise standards at all stages.

5.3 DELIVERING INTEGRATED SERVICES FOR CHILDREN

Children and Families Services have lead responsibility for delivery of the Integrated Children's Services Plan and strengthening Community Planning Structures through their involvement in Community Safety Partnership, Drug and Alcohol Action Team (DAAT), Youth Justice Partnership and Child Protection Committee.

Arrangements for **knowing and communicating the needs of children and young people** are adequate overall. Although practice is well established, with staff demonstrating growing competence in accessing records electronically, the majority of files read by SWIA were rated below adequate. Child Protection and Looked After Children cases are subject to review every six months and have an up-to-date assessment to inform this. Child Health cases were recently found on audit to have an assessment, but staffing shortages had led to less being updated within a year. Staffing levels are now much improved. Whilst 90% of files have a careplan in place, an improved electronic recording careplan is currently being introduced. The provision of 'chronological' information in a standard format had deteriorated since the advent of the electronic recording system. This weakness has been addressed and additional staffing has been utilised to ensure all child protection files had an up-to-date chronology by September 2007.

There are regular 'independently' chaired, inter-agency information sharing and planning forums, for Child Protection and Looked After Children. There are regular six monthly reviews. Youth Justice Tasking and YASBO Panel arrangements, Integrated and Senior Integrated Teams promote the sharing of information across agencies. The views of parents, children and young people and their other carers are routinely sought and included in all assessment forms and care plans. These are

shared as appropriate. However, these are not regularly signed and this is an area for improvement, as is the use of signed consent forms.

There is a range of processes for ensuring that children are **safe, nurtured, healthy, achieving, active, respected and responsible, and included**. These include a range of approaches in schools. A key aspect of this will be the implementation of the Council's strategy for *Improving Health – Improving Learning* and through the further development of integrated working. A key development in 2007-2008 will be the introduction of integration managers to oversee the planning and delivery of integrated services at a local level. This work will involve the coordination of services across Education and Children's Services.

Across Children and Families Services and Community Care, the SWIA inspection found that 53% of service users across the two services indicated that it had been easy to get clear information. The need for a more comprehensive approach to this aspect of the Council's work has led to the development of a range of information leaflets in respect of core services. Child protection information is also distributed from the Child Protection Committee and there are plans to utilise the Council website more effectively.

Direct access to services is through a number of locality offices, including the centrally based Child Protection and Duty Service. A commissioned Out of Hours Service is currently under review to provide a service across Tayside. Some teams, such as the Early Years team, Re-integration and Youth Justice teams, offer planned support out-of-hours. The recently approved Looked After Strategy will extend this.

An ECS wide Child Protection self-evaluation exercise (April '07) concluded that the range and availability of services for children in greatest risk was good but a less available or sustained service exists at a lower level of need and for children living in more remote geographical locations. A review of all ECS Early Years services is being undertaken to address this for younger children. Residential respite for children with disabilities is at a lower level than in many areas. However, there is a high level of community based respite.

An **Improvement Framework** has been in place for two years. It includes the identification of priorities within team plans; a programme of monitoring activity; self-evaluation exercises; and individual support through Supervision, ERD and CPD activity. Formal visits by Service Managers and the Head of Service are scheduled to assess progress towards improvement. SWIA noted that less emphasis was placed on formal evaluation. This is being addressed through the introduction of specialised projects that include elements of self-evaluation and external support and challenge.

5.4 CULTURAL AND COMMUNITY SERVICES

There is a good range of **opportunities for people in the community**. Through local Community Learning and Development Partnerships and in response to local needs, there is a range of provision for young people, adults and families across Perth and Kinross. Core provision in all areas includes youth groups, youth information, kids clubs, and literacy provision. There is additional provision in the regeneration areas of Muirton, Fairfield and Rattray and additional provision is targeted at excluded groups to address the needs of gypsy travellers, new Scots and looked after children. Adults can access a range of literacy provision from providers

across the literacy partnership. There are in addition, 13 community libraries and three mobile libraries that provide access to information and resources. Further examples of this work include:

- book groups for adults provided through library services, some supported by the writer in residence
- activities for children, toddlers and parents through Bookstart
- family learning days at museums and art galleries
- Saturday Cool School activities through the Youth Music Initiative
- opportunities for volunteering provided by libraries, archives and heritage services
- events and opportunities promoted through publicity leaflets, adverts, web sites.

There are good arrangements for **engaging with communities to plan and meet their own needs**. Community Learning & Development Partnerships are now well established and there are good examples of community engagement to identify needs through a range of methodologies. Examples include community events, photographic projects and arts events. Locally led projects, such as the Sirolli Institute and the Strathmore Arts Festival (stART) festival have ensured communities are actively involved in formulating responses to identified need. The Arts Development Team with colleagues, are working locally to build cultural capacity. This approach is the subject of a national Cultural Pathfinder project. The Friends of the Archives initiated and supported by Perth and Kinross Archives, has developed into a strong community of interest contributing to archives and art as an advocate and promoter of that aspect of libraries and lifelong learning.

Within Cultural and Community Services, there are a range of approaches for ensuring **inclusion, equality and fairness** in the delivery of services. Youth Services use a range of methods for engaging with hard to reach young people including detached work, street sports and the Youth In Tent project. This is a mobile youth project which is able to respond to the needs of young people in rural areas and hotspots where youth nuisance has been identified.

Crèche provision enables adults to engage in a range of opportunities and activities for their own development, learning and community involvement. Team plans identify the way teams across Cultural and Community Services address equalities in the work they do and all staff have had equality awareness training. Other examples across the Service include:

- a focus on regeneration areas across services, with the provision of additional support through mobile libraries and arts development in North Perth and Muirton
- outreach services through libraries in residential and nursing homes, hospitals, prisons and to those who are housebound
- information on accessing People's Network is available in multiple languages.

As part of the self-evaluation process, the fee structure for instrumental provision in relation to comparator Councils is being reviewed.

5.5 SUPPORT SERVICES

Support Services has a range of functions. Its users range from colleagues within ECS to external users in almost all parts of the community. The service comprises a range of teams.

The **Finance Support Team** operates a budget building process that conforms to Council guidelines. It deals effectively with grants from external bodies, provides guidance to all budget holders and conducts rigorous budget monitoring processes. These have resulted in the variance between budget prediction and actual spend being very small. HM Inspectors evaluated this aspect of the services' work as very good in the INEA inspection of 2003. The team also oversees the work of the facilities co-ordinators and processes are now in place to monitor service level agreements (SLA) with Tayside contracts regularly. Other SLAs with Perth and Kinross Leisure and Horsecross are also regularly monitored. The **Staffing Support Team** are responsible for the sufficiency, recruitment and retention of staff.

The work of the **Education (ICT) Support Team** (EST) is responsible for the provision and support of ICT in schools. This service is regarded very highly by customers. All targets within the SLA have been met. EST has recently taken over the support of the Management Information Systems (MIS) within ECS. While this is recognised as an area in need of significant improvement, all statutory obligations have been met. A new MIS system is about to be implemented in schools. The process of specifying and acquiring the system most likely to provide best value has been a model of good practice involving a representation of all stakeholders.

All project work carried out by the **Projects Support Team** is guided by project management principles. The team consults with customers at all stages. Work on the Access strategy to conform with the Disabilities Scotland Act is well on target. The Healthy Eating programme is having significant success with healthy tuck shops, improving food standards in school meals and promoting healthy eating.

A new **Performance and Communications Support Team** has been established within Support Services. The work of the team will focus on developing performance management, service self-evaluation and continuous improvement and communications. This new team will build on the work already undertaken to establish a service wide improvement framework and the calendar of key performance measures. This aspect of the services' work has improved, but there is scope to improve this function further, particularly with the implementation of a new MIS. The team has also assisted in the Council's Web development and has established efficient processes for administration of complaints handling and freedom of information requests. It also produces the ECS news. This publication publicises and promotes news and good practice across the service.

The quality of the service provided includes a number of features of very good practice, particularly in relation to financial controls. However, it is recognised that there is scope to improve in some areas. These include:

- systematically undertaking surveys of satisfaction with stakeholders
- improving the reliability of data capture with particular reference to staff data
- improving MIS support systems for schools and ECS senior managers, including the integration of data capture systems
- ensuring that issues relating to the sufficiency, recruitment and retention of staff, particularly in schools, are addressed.

6. HOW GOOD IS OUR **MANAGEMENT?**

Policy development and planning

Within Education and Children's Services, a new **policy** framework was launched in January 2007. It covers all main aspects of the services' areas of activity and responsibility. The framework provides a clear direction for all staff and users of ECS. It is still too early to see the evidence of the impact of these policies and it is important that the implementation of the framework is rigorously monitored, evaluated and reviewed. Significant steps have been taken to ensure that there are clear links between the key objectives in the corporate and community plans and the strategic objectives set within the ECS Business Management and Improvement Plan (BMIP). This work has ensured that there is a coherent framework for **planning** improvements across the Council and ECS and that these processes are firmly embedded in practice at all levels and have been incorporated into individual, team and service plans.

Across ECS, **stakeholders, learners and others** have been actively involved in the development of key service strategies. Within Cultural and Community Services, these have included the Youth Strategy, Childcare Strategy and the Community Engagement Strategy. The adoption of the Standards of Community Engagement across the service is ensuring that consultation and communication is integral to the work of the service. There is already evidence of good practice developing, including the recent community consultation event in Errol and the six monthly review of the North Perth Community Learning and Development Action Plan. Within Education Services, there are well-established arrangements for engaging with teaching staff and parents and carers. There is regular consultation with teaching staff through the JNC and with parents through representative groups such as the School Board chair reference group. There is scope to improve the consultation arrangements with non-teaching staff and learners. With the introduction of Parent Councils from August 2007, there will be a need to ensure that effective arrangements for engaging with parents and carers are maintained. Children and Families Services has contributed positively to an increase in the profile of social work across the Council and in the community. This has been achieved through working with partners both within the Council and with other agencies. Children and Families Services makes a positive contribution to partnership working and integrated services for children and families, particularly in relation to the development of joint work in substance misusing families, children with disabilities and youth justice.

Management and support of staff

With regard to the **sufficiency, recruitment and retention of staff**, vacancies are generally filled within agreed timescales and fair selection processes are well embedded. The implementation of the single status agreement has placed considerable pressure on the staffing section. However, single status has been successfully implemented across the service. A staff welfare strategy has also been developed. Levels of absence amongst teaching staff had increased steadily up to 2006, but there was a reduction in the levels of teacher absence in session 2006-2007. Within Children and Families Services, the management of staff is good with the workforce being more settled than previously the case. SWIA noted positive progress in the development of career structures in social work areas and staff were all supported and encouraged to develop their professional skills. The level of vacancies in social work is half the national average. Absence management is being

monitored but more systematic ways of accessing this information, particularly in identifying early trends, needs to be developed. Services, in general, are also using the opportunity from Changing Lives to develop the social work vision and profile throughout the Council and within the community.

Within Education Services, work is underway to review and improve aspects of staffing. This includes work to:

- review the staffing standard in primary and secondary schools
- provide guidance to school managers on the management of teacher competence
- improve arrangements for the provision of sufficient appropriately qualified supply staff.

In 2007-2008, Education Services will implement revised arrangements for the appointment of headteachers and take forward proposals for revised staffing arrangements for pupil support in secondary schools and senior management structures in all-through schools.

In 2007, ECS introduced a revised scheme for **Employee Review and Development (ERD)**. Staff have been trained and there is a commitment that all staff have an entitlement to an annual ERD. There is a comprehensive framework of continuous professional development for all staff. It includes a programme for leadership and management of schools developed as part of the central Scotland partnership. Across the service, the CPD programme is linked to both ERD and the BMIP. Overall, staff evaluations of CPD activities are very positive. Staff benefit from induction training and, as a result, staff feel confident about their work. However, although there is a schedule of training opportunities, there is a lack of training relevant to Cultural and Community Services and a limited training budget means it is difficult to access training from other sources. Within Cultural and Community Services, there is an overall lack of training for managers at a national level. However, at a local level managers receive good support and challenge and there is very good support for creativity and innovation. Overall, there are very good systems to support staff through professional and team meetings. There is a programme of development days for all headteachers, depute headteachers and principal teachers in both primary and secondary schools.

Partnership and resources

Staff within Education and Children and Families Services work closely together in **partnership** to deliver integrated services for users. Across the service, there is a wide range of links with external partners that enhance the delivery of services for users. The Lifelong Learning Partnership is supported by three themed groups. Cultural & Community Services has lead responsibility for the development of the Community Planning Partnership themes and Education Services took the lead for the Raising Achievement Strategy in September 2007. These groups create formal partnerships with groups and organisations such as the Police, NHS Tayside, NCH (National Children's Homes), Careers Scotland, Scottish Enterprise Tayside, Learning and Teaching Scotland, Perth College, local businesses and employers, and local voluntary groups, among many others. This joint partnership working supports key strategic decision making by stakeholders across Perth and Kinross.

The Community Learning and Development Strategic Partnership is well established. Overall, partnership working at a local level is good and in some areas, for example, the North Perth area, it is very good. Partnership plans use a LEAP process to monitor and evaluate the achievement of outcomes. Community learning and

development staff show strong leadership in local CLD Plans and in the transition partnership and the literacy partnership. Staff are well respected in these roles. Good partnership working is also being evidenced in taking forward the NEET Action Plan and the Cultural Strategy and the Childcare Network. Regional Sports Partnerships exist to provide pathways to elite and performance sport allowing local resources to be best used for participation and development. There has also been a long history of voluntary sector involvement in Children and Families Services in Perth and Kinross and this has been made more effective through Service Level Agreements with the voluntary sector providers and regular meetings between the voluntary sector forum and Council. A commissioning strategy is being developed to clarify formally the important role the voluntary sector can play in the provision of Children and Families Services.

The **Finance Support Team** operates a budget building process that conforms to Council guidelines. It deals effectively with grants from external bodies, provides guidance to all budget holders and conducts rigorous budget monitoring processes. These have resulted in the variance between budget prediction and actual spend being very small. HM Inspectors evaluated this aspect of the services' work as very good in the INEA inspection of 2003.

The August 2006 **School Estate Management Plan (SEMP)** approved the request to review capacities and to bring forward proposals for criteria to be used to assess the priority for future capital investment in schools. Future investment will be targeted at schools which have poor ratings for condition, suitability and capacity. The August 2006 SEMP also indicated the accommodation pressures in schools being caused by new housing developments across the entire Council area. The PKC Affordable Housing and Housing in the Countryside policies are also having a major impact on the accommodation and pupil numbers in primary schools across the Council area. The impact on secondary schools has not yet been analysed in any depth. The lack of a formal Council protocol and policy specifying what a developer should contribute for educational matters continues to cause operational difficulties.

Despite the commitment to build six new schools as part of the Investment in Learning Programme, it is imperative that the school estate is fit for purpose to deliver a 21st Century Education Service to learners. We must therefore aspire to:

- ensure that accommodation is fit for purpose and in line with 21st Century facilities
- improve the quality of service delivery
- safeguard the interest of the Council and ensure risk management is practiced widely throughout Education and Children's Services
- provide a flexible environment to suit the needs of all users of the establishments.

The absence of a secure, robust, dynamic, user-friendly **Management Information System (MIS)** to support and contribute to performance management and the successful delivery of Services across ECS has been highlighted in a range of external reports. These have included:

- The Review of Education & Children's Services (November 2005)
- The Performance Inspection of Social Work Services (SWIA) Report 2006

- “Working and Learning Together to Build Stronger Communities” Guidance for Community Learning and Development (CLD) services published by the Scottish Executive in January 2004
- INEA follow-up inspection (September 2006).

Performance reporting through the effective use of management information is essential to enable all sectors within ECS to monitor and evaluate the delivery of their services, plan for improvements and to fulfil statutory obligations to provide service performance information. For many areas of performance reporting, there are recognised weaknesses in availability, quality, efficiency and cross system reporting. A review of management information reporting requirements is planned to identify areas for improvement and secure improvement. The requirement for the implementation of a comprehensive integrated solution for ECS is recognised as a key service objective in the 2007 – 2010 BMIP. In June 2007, the MIS Programme Board and ECS SMT identified a preferred supplier. The new system will be implemented across the service in session 2007-2008. The challenge now facing ECS is to ensure that quality management information is used to secure demonstrable improvements in outcomes across ECS. However, a MIS cannot be considered in isolation from the external data sharing obligations placed on ECS. Additional data sharing opportunities, resulting from access to an enhanced MIS solution, require to be investigated, with active contributions from ECS at national forums. The Service is charged with ensuring that the new MIS solution will be developed to meet increasing demands on our systems and resources to support national data sharing initiatives, such as the national Child Protection Messaging Framework (CPM), Children Missing in Education (CME), School-to-School transfers (S2S) and SSDN /Glow.

7. HOW WELL IS THE SERVICE LED?

Education and Children's Services has experienced significant changes in leadership following a restructuring in 2006. A new team was established in August 2006 with new heads of service in Education Services, Children and Families Services, Cultural and Community Services and Support Services. A new Depute Director was appointed in March 2007 following the retirement of the previous post-holder. The Executive Director of Education and Children's Services, who had been appointed in August 2006, resigned in April 2007. An Interim Executive Director has been appointed until such time as a permanent appointment is made. The challenge for the service is to build confidence and provide clear strategic leadership and direction with a focus on improving outcomes for all through the effective and appropriate integration of service delivery.

A number of significant steps have been taken to ensure continuity and progression in the delivery of services by building on existing good practice. In consultation with a wide range of stakeholders, staff in Education and Children's Services have worked in partnership to develop a very clear and coherent policy framework. This was launched in January 2007. The challenge is to ensure that the policy framework is firmly embedded in the day-to-day work of the service. The framework clearly sets out the stated vision, values and objectives of the service and has a strong emphasis on continuous improvement and the promotion of equality, diversity and inclusion. The framework provides a clear strategic direction and creates a strong sense of common purpose across the service.

In taking this work forward within Education Services, a number of significant steps have been taken to develop benchmark standards for Learning, Working Together and Leadership. These standards will provide the framework for continuous improvement in these areas to ensure that high quality services are delivered to all users. Training events for all teachers in Perth and Kinross have also been organised to build and develop leadership at all levels. There are clear links between priorities and targets within the community plan, the corporate plan, the Business Management and Improvement Plan within Education and Children's Services and school and service improvement plans. The Raising Achievement Strategy will focus on improving attainment and achievement for all and will be taken forward in the coming years.

Staff in Children and Families Services have a clear view about the vision and values stemming from ECS, social work services in Perth and Kinross and their contribution to the Council's Corporate Plan. A variety of ways has been created to communicate formally and informally with staff and to emphasis in particular the positive contribution they can make to delivering the vision in Perth and Kinross. Strong leadership exists within the Council in delivering Children and Families Services from elected members and the Chief Executive. The Chief Executive is very active in chairing the Integrated Children and Young People Strategic Partnership and sets an example and standard for integrated working throughout the Council.

Cultural and Community Services has moved forward strongly strategically within an unsettled broader context in Education and Children's Services. Examples of this are restructuring within the service and plans for a Cultural Campus. Staff at all levels are given the opportunity to lead on developments and fourth tier managers are

encouraged to influence the direction of the service through committee reports and other policy papers. However, an important weakness within the service is the lack of strategic leadership for sports and active recreation with a lack of professional expertise at a very senior management level.

8. WHAT IS OUR CAPACITY FOR IMPROVEMENT?

The Council is confident that the evaluations and evidence contained within this report indicate that, within Education and Children's Services, there is a good and growing capacity to improve. Across the service, there is clear evidence that:

- Overall, there is a positive and improving trend in most areas of the service. However, there remain a number of areas that require particular attention. These include:
 - Reducing levels of exclusion within both primary and secondary schools
 - Raising attainment in reading and writing by the end of P7
 - Raising levels of attainment achieved by the end of S4, S5 and S6 in secondary schools.
- The new leadership team within Education and Children's Services has made a strong and promising start and this will be strengthened further with the appointment of a new Executive Director by early 2008.
- There are effective quality improvement systems in all services. The implementation of a new Management Information System will significantly improve performance management and reporting systems within Education and Children's Services. The challenge for ECS is to ensure that these systems lead to demonstrable improvements in outcomes.

CASE STUDIES

Case Study 1: Building Links with China

The aims

- To have a positive impact on learners' experiences and the development of schools by establishing sustainable links with the culture, people and language of China.
- To provide professional development opportunities for all staff.
- To enrich the curriculum and to support language awareness and learning.

What activities are supported?

- Language immersion courses by the British Council for pupils and teachers. The first group from Perth and Kinross went out to Kunming this summer, 2007.
- Support funds from British Council for school-linking visits by Head Teachers / Senior Management. The British Council identifies potential partner schools. Three representatives from Perth and Kinross visited in November 2006 for one week. There are also funds available for Head Teacher / teacher visits to China to consolidate and develop existing links.
- Chinese Language Assistants Programme – qualified and experienced teachers are recruited by the British Council to work as Chinese Language Assistants to work across the curriculum, to teach Chinese language and to raise awareness of China and its culture. It is a potentially useful vehicle for A Curriculum for Excellence and popular with pupils. In 2006/07, Perth and Kinross had its first Chinese Language Assistant. In 2007/08, Perth and Kinross will host four assistants from China, working in six secondary schools.
- Gap Year scholarship – sponsored by HSBC and British Council. In 2006/07, this was won by a S6 pupil from St Columba's who will go out to Shanghai for ten months.
- Fun "Ni Hao" days in the community: Working alongside families, this project brought the Chinese language and culture into the heart of the community. Activities included simple Chinese greetings, learning how to use chopsticks (via a game), calligraphy, Chinese brush painting, Beijing opera mask painting, Tai Chi and Chinese musical instruments and music.
- Some of the above activities are now embedded in P6/7 classes and will form part of a transition programme into S1/2, for example, in Oakbank and Goodlyburn primary schools.
- The "China Project" Programme of Study for P6 – S1 is now available from September 2007 to all schools. This is provided by Scottish Churches in China Group (SCCG) and was piloted by Goodlyburn and Oakbank.
- Pupils from Perth High School worked with professional artists in creative, innovative projects to produce a work in the Perth Concert Hall. Pupils from Breadalbane primary and secondary schools worked with filmmakers on the first ever Chinese / Gaelic film.

- InBox Education is a programme of study which can be used by our Chinese assistants in our secondary schools. It is a mix of simple Chinese language, culture and artefacts of interest.
- Six Continuous Professional Development twilight sessions in two centres – Perth or Aberfeldy – to train teachers in simple Tai Chi were held. A DVD will be produced to support the teachers.
- Melville Petrie will make presentations to teachers and pupils on preparing young people to do business in China or with the Chinese.
- Joint working between Community, Arts and Culture and Lin Chau of Ricefield Arts Centre has co-ordinated the exchange of artwork and processes between Perth and Kinross schools and communities and Xiantang University, Hunan Province. The first artists and exhibition will go out in September 07. The return Chinese artwork will be exhibited in Perth Museum and College to coincide with the Beijing Olympic Games.

Evidence Details

Kimho Ip of the Intercultural Music and Arts Project said he was, “particularly impressed by the high standard set by Perth and Kinross Council with local schools in increasing the awareness of Chinese language and Culture in education. I believe that works that have been done in Perth should be recognised nationally and be made as a good example in implementing the Scotland-China Strategy.”

Further evidence is available on CD in picture format of all the above events. HMIE have also been keen to follow progress in Perth and Kinross. They have been highly supportive of Perth and Kinross’ links with China and Chinese Culture and the positive impact this work has had on extending learners’ range of experiences.

Case Study 2: Interactive Learning Using ICT: Blairgowrie HS Script-writing Day

Introduction

This was a project to support varied approaches to teaching in modern foreign languages with a view to making the learning experiences of pupils more exciting and engaging. The main *objectives* were:

- to enhance pupils' learning experiences in modern foreign languages
- to support the integration of ICT into learning and teaching
- to improve achievement in modern foreign languages.

The support had two main outcomes. The tangible output would be a DVD, called "Life in Blairgowrie", for distribution to foreign language assistants prior to future placements. The long-term outcome would be sustained adoption of innovative approaches to invigorate learning. The stakeholders in this project were the teachers and principal teachers, Blairgowrie High School, learning and teaching improvement officers, pupils and the foreign language assistants.

Details

The ability to communicate has never been more important and this work was driven by a desire to raise achievement in modern foreign languages whilst making it more attractive to students. The strands of modern foreign languages and ICT are supported by the learning and teaching improvement team. Their job is to disseminate good practice across subjects and stages by promoting a variety of approaches and integrating ICT effectively into learning.

The process ran as follows:

- a. points for action arose from learning and teaching improvement officer action plans and discussions
- b. proposed support was an agenda item at the Curriculum Improvement Network
- c. when departments expressed an interest agreement was sought with school senior management team
- d. learning and teaching improvement officer modern foreign languages arranged meetings with foreign language assistants to explain the support and their roles
- e. learning and teaching improvement officer ICT provided school-based support (including needs assessment and training)
- f. the event was scheduled and run with evidence being collated and evaluated (DVD).

Impact

Four seniors were recruited to film the script-writing day and to support the S1 pupils. The students enjoyed the video work and made a great job of capturing events. Beforehand, they were supported by the learning and teaching improvement officer ICT and during the script-writing day by a seconded teacher. The senior boys enjoyed engaging with the S1 pupils and found this rewarding, as did the first years.

In preparatory lessons, the small groups of S1 pupils used story (script)-starters and were filmed, by their seniors, in a very short French sketch. Reviewing their initial performances allowed the pupils to hear their own pronunciation and vocabulary. Teacher-led discussions of their performances informed improvements in subsequent work.

All pupils found this highly motivational, with some responding to peer review particularly well. The opportunities for group work and collaboration were inherent in the tasks with pupils focussed on task for protracted periods. As part of the day, the art and design department also took on a role creating an animation. Again, this was supported by the learning and teaching improvement officer ICT. The pupils worked across year groups and collaborated to produce a completed piece.

In preparatory lessons, and on the day, use of ICT was functional and integral to the learning intentions; specifically the use of video and audio for recording purposes. Follow-on work included editing the footage to create a video DVD. The pupils were involved in this process with the learning and teaching improvement officer ICT and a third party company.

Teachers were pleased with how easily the video work could be integrated into lessons. They were keen to reuse this approach. Ensuing discussions revolved around the range of learning which might be enhanced by the use of similar approaches. The use of animation in art and design will be investigated further.

Evidence

Support and impact are provided by email communications, agendas, the final DVD/Film of event and interviews and, most importantly, by the approaches being used in schools in future. Feedback was very positive and peoples' comments made can be seen on the DVD.

The DVD will be distributed to foreign language assistants ahead of future visits to give them an idea of the place where they will be working. The film will also serve as a reminder of the work done on the day which pupils will enjoy reliving.

Case Study 3: Crieff Primary School – Rich Task Project – January-March 2007

Background

As part of an Inter-Authority project within the Curriculum for Excellence initiative, Crieff Primary School worked to create interdisciplinary learning for pupils in Primary 5. This method of working was based on a Rich Task approach which had been developed in Queensland, Australia and was being encouraged through the Scottish Executive. The theme for the project was Scotland and Malawi – social and cultural similarities and differences.

Project Plan

The project was planned around Curriculum for Excellence, namely, encouraging young people to be effective contributors, confident individuals, responsible citizens and successful learners.

Results

Throughout the project, the pupils had opportunities to develop knowledge and understanding of the geographical features, language traditions, cultural experiences and lifestyles of both countries. Pupils were encouraged to develop investigative skills using books and the internet and to develop skills such as note-taking and identifying main points to gain information vital to their project.

Pupils developed an awareness of benefits and challenges of working together in groups. Individual skills and talents were recognised and developed. Roles and responsibilities were allocated and pupils rose to challenges resulting in independent and creative thinking flourishing.

ICT skills of both staff and pupils were greatly enhanced through working within this project. An exciting part of the work was the involvement of all Primary 5 pupils in creating a DVD animation based on Tam O'Shanter and Anansi, the Spider. The finished product was developed as an Enterprise Activity within the whole project and the final version of the DVD was sold to family, friends and members of the community.

The conclusion of the project was an evening presentation to parents and the community. It consisted of a PowerPoint presentation, the DVD animation, singing, dancing, drumming and poetry reading. Very interesting and effective artwork was displayed throughout. All present were also treated to a wonderful feast of Scottish and African food.

Staff indicated that while this project involved a lot of preparation and hard work, the outcomes were very satisfying for all concerned. On leaving the presentation, parents were very complimentary with one particular parent stating, "The children have had the most wonderful learning experience. My child has been interested and enthusiastic all term. Now I can see why!"

Case Study 4: Improving Health Through Physical Education

Background

As part of the Health Promoting Agenda and the Perth and Kinross response through Improving Health, Improving Learning, a PE Development Officer was appointed in October 2006. A subsequent review of the delivery of physical education across schools indicated that not all pupils had access to 2 hours quality physical education as required.

Project Plan

The project was planned to improve the quality and frequency of delivery of physical education, to increase motivation in young people and to develop choice within the physical education programme across schools. The project also looked to develop greater inter-agency working between schools, Active Schools' Co-ordinators, Perth and Kinross Leisure and Sports Development Officers.

Results

An additional ten teachers of Physical Education were appointed to enhance provision to primary schools. All pupils in primary schools now have access to one-hour quality PE provision each week. The class teacher in conjunction with Active Schools' Co-ordinators and Sports Development Officers delivers the second hour. To ensure a broad and balanced range of activities, a revised PE programme has been developed for primary schools setting out well-planned and progressive learning outcomes. These learning outcomes sit comfortably with materials emerging through A Curriculum for Excellence. Sitting alongside the programme for pupils is a programme of staff development to build teachers' skills for the benefit of pupils. A programme of local and central events which has been in place for a number of years has been further developed to offer young people both participative and competitive events to broaden their opportunities of taking part, with others, in a variety of sporting activities. A pupil in one of the primary schools was heard to say, "It's great getting the chance to work with the PE teacher every week."

In secondary schools, regular physical education is being offered to a larger number of pupils. This is in conjunction with efforts to increase choice for young people to help them discover aspects of physical activity which interest and motivate them and which they can continue to pursue in later life. Two secondary schools have set up a joint programme for students in S5 and S6 to facilitate a greater choice of activity during their 2 hours of physical education. This also maximises the use of physical space and staff expertise.

Case Study 5: Pupil Councils – Kinnoull Primary

Introduction

Perth and Kinross Education and Children's Services is committed to 'supporting the development of strong communities in which everyone feels safe, valued, included and able to take an active part'. *ECS Policy Framework - Developing Communities*.

Consulting and collaborating with pupils enhances the values, ethos and culture of a school community. Strategic actions within the authority now ensure young people have greater opportunities to be fully engaged in supporting school improvements. Contributions by young people are listened to and valued by personnel from Education and Environmental Services who liaise with pupil led committees to support the improvement agenda.

Pupil engagement was the main focus during a recent Headteachers Development Day. Representatives from Kinnoull Primary Pupil Council and Eco Committee were invited to the event to exemplify how effective consultation and collaboration between staff and pupils can enhance life within the school for all stakeholders. The young people outlined the strategies used to listen to the pupil voice and gave examples of how their valuable contributions and involvement had been recognised through the decisions made and subsequent actions taken.

Details

The Pupil Council and Eco Committee had:

- Conducted an audit on pastoral care which resulted in increased opportunities for pupils to have 'Bubble Time' when they could share personal concerns with others.
- Conducted an audit on accommodation and resources which resulted in changes being made to storage areas and funds being made available for additional storage around the school.
- Consulted staff and pupils about developing the school playground for physical activities and outdoor learning and raised funds to purchase adventure trails, playground games and plants and shrubs to encourage biodiversity.
- Collated pupils and staff views about playground rules to make the play area safe and friendly for all.
- Enhanced catering services following an audit and consultation with Tayside Contracts.

Evidence

Throughout the authority, there is a lot of evidence that when young people are actively involved in the school improvement agenda there is a shared understanding of roles and responsibilities and a greater sense of ownership to issues related to the school community. In many schools, the work of pupil councils has engaged pupils in developing their skills and making positive contributions to the life and work of the school.

Case Study 6: Parental Involvement

Introduction

The Parental Involvement Bill was published in March 2005 and became legislation in August 2006. The purpose of the Act is to help schools and education authorities to engage parents meaningfully in the education of their children and in the wider community.

What we set out to achieve

A Parental Involvement Strategy Group was established within Perth and Kinross in September 2006 in order to ensure the successful implementation of the Act. The remit of the group was to consult as widely as possible, to identify the barriers to effective parental involvement and develop a strategy for Perth and Kinross Council which sets out its policies for parental involvement.

The composition of the group ensured representation from all sectors of Education and Children's Services and parents. Various approaches were put in place in order to gather a wide range of views and information which reflected the broad parental perspective. These included discussions and information sharing with relevant staff across departments, services and the wider community, primary and secondary pupils, members of the Lifelong Learning Committee and the Scottish Catholic Education Service. The profile of parental involvement was raised through a Cultural and Community Services event, Authority newsletters, council website, the local press and elected members induction.

The leading role of Head Teachers, targets in school improvement plans which built on existing partnerships with parents and identified curriculum links through A Journey to Excellence and a Curriculum for Excellence, were identified as the key drivers for taking forward the main elements identified in the Act. Various arrangements were put in place to support Head Teachers and parents to set up Parent Councils. These included training, development and information sessions for Head Teachers, Depute Head Teachers, Principal Teachers, School Boards, PTA/PSAs and other interested parent bodies. Feedback from parents on the Strategy Group and evaluations from the training and development days were very positive with regard to the level of support. As a result of this well planned and comprehensive approach, Perth and Kinross was recognised nationally as an authority of good practice.

Conclusion

All schools should have Parent Councils and constitutions in place by the end of 2007. An Authority Strategy which will continue to promote parental involvement and identify the steps the Authority will take to ensure parents have the opportunity to be partners in their children's learning is currently being developed. The Authority will continue to support schools and monitor their progress in implementing the wider aspects of the Act's provision.

Case Study 7:

Early Years Integrated Working in Perth and Kinross for children with Additional Support Needs.

Introduction

This is an innovative initiative in Perth and Kinross to provide an integrated service to a group of very young and developmentally vulnerable children. It attempts to provide improved collaboration and information sharing between families, health, social work, education and the voluntary sector. The aim has been to provide better integrated and effective support at the earliest opportunity to children experiencing significant barriers to their progress and development. Generally, these barriers have related to a disability or impairment. The support which has been offered has also recognised the families need for support in these circumstances.

The National and Local Context:

Drivers for this initiative include:

- The Children (Scotland) Act 1995
- Education (Additional Support for Learning) (Scotland) Act 2004
- "For Scotland's Children" (2001)
- "Delivering a Healthy Future: An action framework for children and young people's health in Scotland - a draft for consultation" (2006)
- Getting it right for every child - Children's Services (Scotland) Bill Consultation (2006)
- Perth and Kinross Draft Integrated Children's Services Plan 2006/09 (*Key Outcome 4: We will provide support for those children with disabilities*)
- Perth and Kinross Child Protection Inter-Agency Guidelines

Between January 2005 and December 2006, 20 children's support needs were considered. This resulted in a multi-agency team being created around the child to identify, plan, co-ordinate and evaluate additional support. The consensus from parents and agencies is that the system has improved outcomes for children and families but the report makes recommendations for further development. An action plan is being drawn up. Staff interviewed were very positive about the process. A parent said the "meetings have been helpful and have provided a good forum to bring things up. It brings people together and aids communication." A Review and Evaluation Report, 'Early Years Integrated Working in Perth and Kinross for children with Additional Support Needs' was written in February 2007 and is available from Frank Savage, Depute Principal Educational Psychologist.

Case Study 8: Moncreiffe Primary School, Perth 'We're Doing Fine'

Introduction

Moncreiffe Primary School's special project called 'We're Doing Fine' is an example of a successful and innovative multi- and inter-disciplinary whole school project.

Aims

- To raise the profile of reading within the school community through a focus on the work of Anne Fine (ex Children's Laureate)
- To give opportunities for staff and children to engage in a highly creative and stimulating educational experience which offered scope for choice, personalisation, challenge and enjoyment.
- To engage with a wide range of service providers and stakeholders

Process

The children in mixed stage (nursery-P3, P4-P7) groups met weekly with a teacher for a month prior to the project week. This allowed the children to get to know each other and identify learning ideas generated through the shared reading experience of their particular novel by Anne Fine. Each group had to decide on a 'Fine' Writing, 'Fine' Art, 'Fine' game, 'Fine' investigation and a 'Fine' outdoor/offsite activity. From all their ideas, the children then selected the learning they would undertake during the project week.

The result was a wide range of cross-curricular learning which was both active and highly engaging. Some of the ideas were quite challenging and part of the learning was in identifying solutions – how do you make a life size model cow? The role of the teacher was that of facilitator and the children took ownership of their learning in a very proactive and independent way. Although the emphasis of the week was the process of learning, there was, however, a wonderful end product which was shared at an open day. The work culminated with a day at Perth Concert Hall where Anne Fine, the author, spoke to an audience of children. ICT was used effectively as an integral part of the learning. Pupils also captured and communicated the 'soul' of the project through a film made by a pupil team specially trained prior to the project.

A wide range of service providers supported the whole project. These included community art, outdoor rangers, local library and art galleries, local farm, local auction house and the farmers' mart. Many parents accepted the invitation to help and/or visit the school and the Parents Association sponsored the event making it possible for the school to employ specialists such as a theatrical make up artist and puppeteer.

Impact

The project fully realised its aims and more. All children displayed a very high level of engagement and in a children's questionnaire all children were able to cite a new piece of knowledge gained and a new skill acquired. Almost all parents who responded agreed that their child had enjoyed and been very motivated by the project. Children with additional support needs were completely integrated and able to experience success in their learning and also contribute in a meaningful way. The children experienced a very real sense of community through working in mixed year groups. This has since continued. The work also had a positive impact on the transition process between nursery and primary and also stage changes in the new

session. A by-product was the building of teachers' confidence in employing a very different and creative approach to learning. The school received excellent feedback from a wide range of people. The author Anne Fine said, "I've never seen such a thoughtful, careful and brilliant series of exhibitions based on my books before.... I was lost in admiration for your imagination, your skills and your hard work." A parent said, "Thank you for providing my children with such a fantastic week full of varied, interesting and rich learning experiences. They are still buzzing from all the excitement..." A nursery teacher commented, "It was really motivating to see a three year old working alongside an older pupil with enthusiasm and confidence".

Case Study 9: Additional Support for Learning

Implementation of the Additional Support for Learning Act

In early 2007, HMIE visited the council to evaluate the action taken by the authority to implement the Additional Support for Learning (ASL) Act. Following this visit HMIE provided oral feedback. This indicated that the work was endorsed as being very good with particular comment on the high quality of procedures, training and partnership. Recognition was also given to the Educational Psychology team who have closely worked in collaboration with a multi-agency implementation group in the delivery and development of ASL guidance and training.

Revised ASL procedures were distributed in August 2007 to all authority schools and nurseries, partner provider nurseries, independent specialist provisions and to our partners in social work, health, adult services, and Perth College. These had been updated in the light of feedback received. In addition, guidance and procedures are shortly to be circulated regarding integrated additional support meetings and reviews for looked after children. This will allow the two processes to be brought together and will be a more efficient use of staff time. Also, in draft, inter-authority procedures are being developed with Angus and Dundee councils when considering a co-ordinated support plan (CSP) for cross boundary cases.

A CSP multi agency panel has been established and meets on a fortnightly basis to consider CSP requests and to approve CSP documentation. This ensures a level of consistency and standard for all Co-ordinated Support Plans prepared across the authority.

Very good progress has been made by schools in reviewing all children with a Record of Needs (RON) to consider their eligibility for a CSP. A RON audit was prepared in November 2005 and has tracked schools progress with this task. This requires to be completed by 14 November 2007. An updated audit was sent out to schools in September 2007.

ASL training has similarly continued to be developed and extended. CSP Co-ordinators training, Mediation and IEP training have been offered over the previous session. The evaluation returns indicate that these have been well received. Training will be extended to a wider audience over the course of this current session and is being delivered by members of the ASCiT team, Educational Psychology and Moira Bisset, Director of Parent to Parent.

Excellent partnership working has been vital to the implementation of the ASL Act and is an integral part in all the work that is taken forward. Just one example of this is the "Help at Hand" event which took place in June of this year and was collaboration between Education and Children's Services, Health, PUSH and other agencies. It was a response to the requirements of The Additional Support for Learning Act to improve the effectiveness of transition from school to the post school world. Help at Hand was aimed at young people with additional support needs from Secondary 2 onwards, and their parents/carers. It provided information about local services and support available both in preparation for transition and post transition through workshops and stands. The intention is that "Help at Hand" will become an annual event.

At authority level, multi agency partnership continues for be further developed through the setting up of transition panels to ensure the exchange of information and resources are available. Transition panels have been extended to cover each critical stage from early years to post school. Partner agencies attend these panels and report them extremely beneficial.

The ASL Action Plan continues to be progressed and details the key developments to be taken forward this session correlating to the BMIP and Education Services Action Plan.

Case Study 10:

Early years Integrated Working in Perth and Kinross to Support Children and Families

Crieff Road Pre-School Centre operates on the premise of preventative early intervention as well as, where necessary, crisis intervention. The nursery is open for 50 weeks of the year and from 8.30am-6.00pm. Children's ages range from 2 – 5 years. In order to operate and sustain such a service the nursery has developed a complex network of multi-agency links and opportunities for families.

A comprehensive programme for induction, transition and visits is in place.

Early Childhood practitioners have responsibility for small groups of children and work collaboratively with designated teachers to ensure children's development needs are planned and met. Advice is sought from Speech and Language Therapy, Occupational Therapy and Integrated Therapy Team, Psychological Services, Social Work and Child Health Team. Staff have received relevant training to develop further their knowledge in children's development for example, nurture philosophy and attachment. A link Health Visitor is designated to the nursery and offers support and advice both to staff and parents. Some staff have been trained in Nurture Groups and the philosophy is an integral part of the curriculum. Staff have visited two of the Nurture groups in primary schools. This development has raised awareness of the support needed by our most vulnerable children and their families. At transition point to schools, teachers have built up successful relationships with visiting schools. Identified children who have additional support needs may have a 'Passport' to transfer valuable information to Primary 1.

Crieff Road Pre-School Centre is part of the North Perth Community School and the Headteacher, Child Protection Co-ordinator and Family Support Worker attend regular Integrated Team Meetings at which there is a valuable exchange of inter agency information. The nursery benefits from the Community School Team, in particular, the Learning Support Teacher and Community Link Worker who facilitate weekly Parents Groups with the nursery's Family Support Worker. The Family Support Worker, a part time post, has proved to be an invaluable addition to the staff team, providing individual support and advice to families, on a long or short-term basis. Parents Groups continue to be a very successful part of nursery life, very well attended and enabling parents to develop their own confidence and self-esteem. A Crèche is available for younger children. The Group fosters an enabling ethos and topics cover family health, cooking and budgeting. Many parents have taken advantage of opportunities to develop further their own literacy and numeracy skills and to access courses at Perth College, for example, in computing. They agree their new skills have increased their confidence in supporting their own children's learning. Holiday Clubs and outings arranged through the Parents Groups are popular and places are in keen demand.

The Wraparound Care Service manages the extended day and year, including In Service Days and mid-term, when parents can buy into affordable childcare. The nursery also offers a number of places for the most vulnerable children over the holiday periods. Wraparound Care Service and the Family Support Worker are funded through the Childcare Strategy.

The centre received a very positive HMle and Care Commission Integrated Inspection Report in August 2007. Particular strengths were the strong relationships with children and parents and the excellent support for individual families.

Next Steps

- To develop 'Stay and Play' further in conjunction with the family support worker and the parents of the nursery's 2-year-old children. This work will aim to improve parents' interaction with their children and parenting skills.
- In response to staffing constraints within Speech and Language Therapy, the nursery is to develop intensive language input to support and reinforce off-site implemented therapy. Parents will have a participative role in what will be a three-way partnership.

Case Study 11: Invergowrie Primary - Improving Writing

Introduction

A main focus of the school's quality improvement plans for the past three sessions and for staff when completing their Year Planners and own CPD plans was to develop and deliver quality reading experiences with a view to these inspiring and enthusing quality writing experiences. For their own CPD staff, applied for courses on language and literacy, formative assessment, pace and challenge. In learning and teaching meetings, staff gave feedback from these courses and also looked closely at the HMle document –“Developing Writing” and at materials produced by Edinburgh City Council on Strategies for Raising Attainment. In session 2006-07, the school worked as part of an area support group (ASG) with neighbouring schools to look at reading experiences that influence the quality of writing. Working as part of an ASG allowed the school to share resources and good practice. Staff were also able to work with stage partners from other schools. Assessment is For Learning (AiFL) was also being taken forward in every class and strategies were developed and used throughout the school ensured that children were fully focussed. When the school examined class-tracking sheets, staff also looked at the gender split – especially in P5, 6 and 7. In each of these classes, the gender split was very uneven (significantly more boys in each class). Teachers took this into account when planning lessons and organising resources.

Whole School Approach

- Working as part of ASG
- AiFL techniques adopted and applied
- Skilled and enthusiastic staff keen to improve writing opportunities

How did the school do this?

- resourced topics for writing contexts that were exciting
- widened reading opportunities to include more non-fiction books and the element of challenge
- built on the excellent start given in early years by Early Intervention and use of Star Writer
- teachers modelled writing lessons and provided children with a step by step guide
- increased use of ICT – especially Smart Board to demonstrate and share ideas
- staff were provided with training opportunities , chance to shadow and learn from each other as well as the sharing of ideas and good practice at learning and teaching meetings and staff meetings
- quality resources were provided
- contexts for writing were looked at closely – more exciting and innovative contexts were sought and children were actively involved in deciding contexts for themselves
- examples of excellent work were on display in classrooms to encourage the production of good work
- staff worked together and cross-marked samples of work – building on the moderation of writing that staff looked at with their neighbouring schools during a previous session.

Evidence

There was a clear and positive impact on staff and pupils. Feedback from staff indicates that working together and sharing ideas and resources was extremely valuable. They also appreciated the opportunity to visit other settings and share good practice. Pupils also commented that they enjoyed their reading and writing activities more. Pupils felt self and peer evaluation worked well and that they made good use of target cards to keep on task.

Conclusion

Writing and reading results were good and almost all pupils attained the appropriate national levels of attainment, with a high percentage of pupils attaining above these levels. When analysing the schools updated tracking sheets, we were pleased to note that 87.5% of boys were at or above the appropriate national levels of attainment for writing, with 32% of these exceeding the expected levels. This represented a significant improvement over a four-year period.

Brief Case Studies

Case Study 12: The Muirton Park Community Support Network

This local group came together in response to their community's concern about the fear of crime and wellbeing. Through contact and support from Perth and Kinross Council, they established what they wanted to change and achieve in their community and identified a plan of action. They have produced a community handbook, have hosted a number of community events and consultations and have successfully launched a community support help-line. Their activities have stimulated other community members to become involved as well as attracting additional funding for their area. In a short period, agencies, elected members and other local people have acknowledged their work as invaluable to the regeneration of the area. The group continue to build on their successes. The next stages will involve evaluating their achievements and future planning.

Case Study 13: Scottish Youth Parliament

With the support of Youth Services, the Perth and Kinross Youth Council hosted the general meeting of the Scottish Youth Parliament (SYP) over the last weekend of November 2006 when some 150 young people from across Scotland congregated in Perth to take part in debate and discussion on the issues facing young people today.

Youth Services staff supported a core group of volunteers (known as The Crew) from Anchor House to develop the programme and put in place the preparations for the weekend. The programme for debates was fixed by the SYP but the elements surrounding these were open to 'The Crew' to invite representation from across Perth and Kinross to demonstrate the activity of young people across the authority area. Presentations, displays, music and a drumming set filled the empty slots admirably and were topped off with a fantastic evening reception, meal and ceilidh.

Feedback from the weekend clearly demonstrated that the event had been a huge success to the extent that the SYP now use the planning methods and structure as an example of best practice for other authorities to aspire to. The Crew are now much more confident in their own abilities to plan and deliver a major event while others who attended have taken up positions in local youth forums which feed into our own Youth Council.

Case Study 14: Active Monkeys

These are weekly sport/physical activity sessions for primary school children with learning disabilities and are aimed at improving motor skills, thereby allowing children to access mainstream opportunities with more confidence. These have taken place at Balhousie Primary school since October 2006 and initially covered P1-P7. These have now been expanded and there are separate sessions for P1-P3 and P4-P7. Several coaches and volunteers assist to ensure high ratios, thus helping each child achieve their maximum potential. Feedback from parents include the comment that children "... had benefited from contact with children other than those at school" and "...had gained a lot both sport wise and socially". These sessions were started at the request of parents.

Case Study 15: Vision of Rattray

This project demonstrates good partnership working between agencies, services and local people, using collective memories to engage people. It offered a new look at Rattray combining adult learning and art activities to create a local investigation reflecting the various viewpoints of residents of all ages.

The resulting exhibition and scrapbooks were on show in Blairgowrie Library in April 2007 as part of the local stART festival. This led to further activities and opportunities to share visions of Rattray during Adult Learners Week in May 2007, and has influenced future planned activity linking adult learning, arts development, community capacity work and the stART festival.

The impact of this project has been:

- increased community and agency involvement, building on the strong partnerships already evident
- the opportunity for local people to find their voice and share their feelings about their community combating the predominantly negative picture of Rattray
- the chance to develop new skills and enjoy arts activities
- the opportunity to see and take a pride in the buzz that was created both in the community and local media.

Case Study 16: Highland Perthshire Youth Initiative (HYPI)

This community led organisation has been supported to play an increasing role in developing services delivered through the Highland Community Learning and Development Partnership. The organisation has had developmental support from the Community Capacity Building worker to ensure their structure will attract charitable status to enable them to access a variety of new funding sources. Support has also been given to HYPI in a successful bid for lottery funding for a music project for young people in Aberfeldy and Pitlochry. The Community Capacity Building Worker has supported HYPI with skills training, funding applications, promotion and activity planning. Other support from Youth Services has included providing worker support for a residential weekend and helping resource a new drop-in facility in Aberfeldy.

The main impact as a result of this partnership approach has been:

- HYPI is developing as a strong, community led organisation playing a key role in the local partnership.
- Residents are being supported in gaining new, transferable skills for community participation.
- Youth services delivered by HYPI reflect local needs and young people are actively involved in the organisation.
- HYPI activities are stimulating interest from other parts of the area which will result in an increased and improved local provision.

Case Study 17: Tents in the Park

Having worked through a successful restructure, built up a solid team of staff and established an instantly recognisable brand, Youth Services celebrated their new look and a full staff team with a major event on the South Inch early in July. With support and guidance from the Chief Executive's Communications Team, Corporate Services and The Environment Service, the location was arranged and facilities for toilets and parking sorted. Plans were made to create a buzz about the event beforehand in the hope that up to 200 young people would turn up. Press releases

went out and the North Perth Texting Project ran a series of text messages. With a number of partners promising to turn up and provide activities, all that was needed was good weather.

On the day, the sun shone and over 350 young people joined in the festivities by the skate park. Everyone was stunned by the spectacular acrobatics of the skate boarders, BMXers and Inline Skaters who were competing in the Skate Jam. Music was provided by a number of local youth bands who kept the volume high and the atmosphere rocking all afternoon. The event was supported by contributions from Tayside Fire and Rescue, Young Scot, Careers Scotland and Street Sports for all. There was something on the go everywhere, from circus skills and sumo wrestling to a mobile internet café and fire fighting. It was an action packed field for four solid hours and a superb effort from all of the staff and volunteers involved. Tents in the Park was a huge success and will be back for 2008.

Case Study 18: Attendance Project (Perth Grammar School)

The Community Link Worker, sectional Youth Worker and clerical worker managed through the raising achievement task group to focus on attendance issues. Good teamwork and a combination of skills led to an excellent service being provided for young people and parents, encouraging young people into school when they are becoming disaffected. Initial evidence indicates that this project has been successful in reducing levels of absence in the school.

Case Study 19: stART Festival

The Strathmore Arts Festival Group is made up of community volunteers who organise and run the bi-annual stART festival for the benefit of local people of all ages. The group works in partnership with Perth and Kinross Council. As a result of this remarkable success, the stART festival has become the largest community driven, participatory Arts Festival in Scotland. It has empowered the communities of the Strathmore area to shape and develop their own notion of cultural entitlement and has made accessible high quality arts tuition that would never otherwise have been available to most. The workshops offered are so numerous and varied that people of all ages, backgrounds and interests are keen to be involved.

The 2007 festival has seen a particularly large number of people striving to learn more about specific art forms because of the festival workshops. It is hoped that the festival will continue to grow and diversify. The main impact of the stART festival is as follows:

- Participants have learned a wide variety of new skills: fine arts, crafts, dance, theatre, music and animation.
- Many have had the chance to take part in something they would never usually get the chance to try due to lack of transport or prohibitive cost.
- Structured family events have given parents and children the chance to 'bond'. Some parents reported that it was 'one of the most positive family experiences' they have had.
- Participants report a greater sense of 'belonging' to their communities and a greater desire to take pride in it.
- Participants report significantly greater confidence.
- Some participants report they have been able to use the skills learned to set up businesses for themselves and generate a greater income.
- Participants report a greater interest in arts and culture and a strong desire to be more involved in cultural activities in future.

Case Study 20: ICT Support Services for Learning

As part of Education and Children's Services (ECS), the Education ICT Support Team (EST) was formed to provide dedicated ICT support services to schools / adult learning establishments and to implement the National Grid for Learning. From its inception, EST aimed to meet and exceed customer expectations by providing, in collaboration with other education colleagues, a seamless integrated service responsive to customer needs and national / local education priorities and objectives. Through effective customer consultation at ICT service review meetings and by designing service delivery to meet customer needs, EST established a positive relationship with customers who rated the ICT support service as more than satisfactory.

To identify areas for development and to improve service delivery further, EST took part in a 2005 national exercise to benchmark the ICT service in Education. This benchmarking exercise highlighted that PKC schools rated the EST service highly. However, key performance information could not be submitted for comparison as local systems were not in place. Following consideration of best practice highlighted within the benchmarking report and customer feedback, significant changes were made to how EST planned and delivered services, as well as how work was monitored and recorded. A revised Service Level Agreement (SLA) and Service Standards were implemented which aimed to measure resolution and service availability rather than response to ICT service support calls. Performance monitoring and reporting were implemented and targets set. For example, the percentage of ICT support calls resolved within agreed timescales. Automated reports provided management information to improve service planning and weekly performance reports allowed analysis at individual, sub-team and team levels.

By implementing these new ways of working, the following positive outcomes have been achieved:

- A performance monitoring and reporting culture has been established across EST, focusing on continuous improvement of support services.
- Performance information is available to customers and staff.
- The key performance measure target “% of ICT support calls resolved within agreed time scale” was set at 90% for 2006/7. EST achieved 93%. For 2007/8 the target was set at 95% - performance reporting from the first quarter shows EST achieving 97%.
- Customers rated the EST Help Desk, Technical and Procurement services as very good, with 58% stating that services had improved.
- Customer satisfaction of the overall opinion of the quality of ICT Service provided by EST improved from 5.54 to 5.83 out of 7.
- Efficiencies have been made whilst improving service delivery, resulting in the reduction of one support engineer post.

Case Study 21: School Broadband Efficiencies

All schools have broadband connections providing all pupils and staff with access to Internet resources such as the Scottish schools intranet "Glow". Progress has been made with implementing improvements to increase available bandwidth at schools. The wireless broadband network has been expanded to share a further two Tayside Police masts providing wireless services to an additional seven schools. This expansion has resulted in a significant increase to available bandwidth whilst reducing ongoing costs by between 45 and 73 percent. All schools now meet or exceed the target of 4 megabits of available bandwidth. A contractual support partnership has been established for the outsourcing of maintenance for external Wireless systems.

Appendix – Performance Information

Attendance

Table A.1:Percentage attendance

| Primary: | 2004 | 2005 | 2006 | 2007 |
|--------------------------|-------------|-------------|-------------|-------------|
| Perth and Kinross | 95.8 | 95.8 | 95.5 | |
| CA Average | | | 95.6 | |
| National | 95.3 | 95.0 | 95.0 | |
| Secondary: | 2004 | 2005 | 2006 | 2007 |
| Perth and Kinross | 90.8 | 91.1 | 91.3 | |
| CA Average | | | 91.8 | |
| National | 90.2 | 90.1 | 90.5 | |

Staying on Rate

Table A.2:Percentage of pupils staying on to S5 (Post Christmas)

| | 2004 | 2005 | 2006 | 2007 |
|--------------------------|-------------|-------------|-------------|-------------|
| Perth and Kinross | 69 | 67 | 68 | |
| CA Average | | | | |
| National | 64.2 | 64.1 | 63.8 | |

Pupil Destinations

Table A.3: Percentage of pupils entering each destination
(2007 figures will be available in December 2007)

| Higher Education: | 2004 | 2005 | 2006 | 2007 |
|---------------------------|-------------|-------------|-------------|-------------|
| Perth and Kinross | 30 | 31 | 35 | |
| CA Average | 33 | 34 | 32 | |
| National | 29 | 31 | 30 | |
| Further Education: | 2004 | 2005 | 2006 | 2007 |
| Perth and Kinross | 21 | 24 | 23 | |
| CA Average | 20 | 19 | 22 | |
| National | 21 | 21 | 23 | |
| Training: | 2004 | 2005 | 2006 | 2007 |
| Perth and Kinross | 2 | 3 | 4 | |
| CA Average | 2 | 3 | 2 | |
| National | 5 | 5 | 5 | |
| Employment: | 2004 | 2005 | 2006 | 2007 |
| Perth and Kinross | 30 | 32 | 28 | |
| CA Average | 29 | 30 | 31 | |
| National | 25 | 27 | 26 | |

| Unemployed and seeking employment or training: | 2004 | 2005 | 2006 | 2007 |
|---|-------------|-------------|-------------|-------------|
| Perth and Kinross | 9 | 7 | 8 | |
| CA Average | 8 | 7 | 8 | |
| National | 13 | 10 | 11 | |
| Unemployed and not seeking employment or training: | 2004 | 2005 | 2006 | 2007 |
| Perth and Kinross | 4 | 2 | 2 | |
| CA Average | 3 | 3 | 3 | |
| National | 3 | 3 | 2 | |
| Destination unknown: | 2004 | 2005 | 2006 | 2007 |
| Perth and Kinross | 3 | 1 | 1 | |
| CA Average | 5 | 4 | 2 | |
| National | 4 | 3 | 2 | |

Exclusions

Table A.4: Total number of exclusions per 1,000 population
(2007 figures will be available in January 2008)

| Primary: | 2004 | | 2005 | | 2006 | | 2007 | |
|--------------------------|--------------|------------------|--------------|------------------|--------------|------------------|--------------|------------------|
| | Total | per 1,000 | Total | per 1,000 | Total | per 1,000 | Total | per 1,000 |
| Perth and Kinross | | 18 | | 21 | 309 | 30 | | |
| CA Average | | 6 | | 7 | | 9 | | |
| National | 4,478 | 11 | 5,319 | 13 | 5,779 | 15 | | |
| Secondary: | 2004 | | 2005 | | 2006 | | 2007 | |
| | Total | per 1,000 | Total | per 1,000 | Total | per 1,000 | Total | per 1,000 |
| Perth and Kinross | | 60 | | 81 | 655 | 82 | | |
| CA Average | | 53 | | 56 | | 59 | | |
| National | 33,465 | 105 | 35,513 | 112 | 36,136 | 115 | | |

SQA Attainment

Table A.5: Results in Scottish Qualifications Authority (SQA) National Qualifications

| |
|--|
| <p>Scottish Credit and Qualifications Framework (SSCQF) Levels: Level 7: Advanced Higher at A-C/CSYS at A-C Level 6 : Higher at A-C Level 5 : Intermediate 2 at A-C; Standard Grade at 1-2 Level 4 : Intermediate 1 at A-C; Standard Grade at 3-4 Level 3 : Access 3 Cluster; Standard Grade at 5-6</p> |
|--|

Percentage of relevant S4 roll achieving by the end of S4 (2007 figures are pre-appeal and will be subject to change)

| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
|------------------------------|-------------------|------|------|------|------|------|
| English at Level 3 or better | Perth and Kinross | 93.5 | 93.8 | 93.2 | 93.6 | 93.7 |
| | CA Average | 95.8 | 95.3 | 95.6 | 95.6 | 95.6 |
| | National | 93.4 | 93.7 | 93.7 | 93.6 | 94.0 |

| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
|----------------------------------|-------------------|------|------|------|------|------|
| Mathematics at Level 3 or better | Perth and Kinross | 94.0 | 94.1 | 92.3 | 92.0 | 91.4 |
| | CA Average | 95.1 | 95.1 | 95.1 | 94.6 | 95.1 |
| | National | 92.6 | 92.6 | 92.5 | 92.1 | 92.9 |

| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
|-------------------------|-------------------|------|------|------|------|------|
| 5+ at Level 3 or better | Perth and Kinross | 90.8 | 91.2 | 90.4 | 90.5 | 90.4 |
| | CA Average | 93.5 | 92.8 | 93.3 | 92.9 | 92.4 |
| | National | 90.8 | 90.7 | 90.8 | 90.2 | 90.7 |

| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
|-------------------------|-------------------|------|------|------|------|------|
| 5+ at Level 4 or better | Perth and Kinross | 78.3 | 79.8 | 78.7 | 77.9 | 77.2 |
| | CA Average | 84.0 | 82.8 | 83.0 | 83.0 | 81.8 |
| | National | 76.7 | 76.4 | 76.6 | 76.1 | 76.8 |

| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
|-------------------------|-------------------|------|------|------|------|------|
| 5+ at Level 5 or better | Perth and Kinross | 37.4 | 38.1 | 37.9 | 38.4 | 37.6 |
| | CA Average | 41.7 | 40.7 | 40.2 | 41.4 | 40.5 |
| | National | 33.9 | 34.0 | 34.6 | 34.2 | 34.8 |

Percentage of relevant S4 roll achieving by the end of S5

| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
|-------------------------|-------------------|------|------|------|------|------|
| 3+ at Level 6 or better | Perth and Kinross | 26.7 | 26.0 | 24.9 | 25.5 | 25.4 |
| | CA Average | 28.0 | 28.3 | 28.3 | 27.0 | 26.9 |
| | National | 22.8 | 22.6 | 22.7 | 22.7 | 21.7 |

| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
|-------------------------|-------------------|------|------|------|------|------|
| 5+ at Level 6 or better | Perth and Kinross | 13.1 | 10.1 | 10.0 | 11.6 | 11.8 |
| | CA Average | 10.9 | 11.8 | 11.3 | 12.0 | 11.8 |
| | National | 9.3 | 9.6 | 9.4 | 9.9 | 9.7 |

Percentage of relevant S4 roll achieving by the end of S6

| | | | | | | | |
|---|--------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| English and Mathematics at Level 3 or better | | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
| | Perth and Kinross | 94.0 | 93.8 | 93.2 | 92.3 | 91.6 | 91 |
| | CA Average | 95.7 | 95.4 | 94.8 | 94.6 | 94.4 | |
| | National | 92.3 | 92.3 | 91.6 | 91.8 | 91.7 | |
| 5+ at Level 3 or better | | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
| | Perth and Kinross | 91.8 | 91.7 | 91.7 | 91.9 | 91.0 | 91 |
| | CA Average | 94.5 | 94.5 | 94.3 | 93.6 | 94.1 | |
| | National | 90.9 | 91.1 | 91.3 | 91.2 | 91.4 | |
| 5+ at Level 4 or better | | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
| | Perth and Kinross | 81.4 | 81.9 | 80.3 | 81.3 | 80.3 | 81 |
| | CA Average | 85.6 | 86.4 | 85.6 | 84.7 | 84.9 | |
| | National | 77.9 | 78.6 | 78.6 | 78.4 | 78.5 | |
| 5+ at Level 5 or better | | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
| | Perth and Kinross | 53.7 | 53.5 | 51.4 | 53.5 | 51.1 | 52 |
| | CA Average | 54.5 | 55.6 | 55.2 | 54.8 | 53.8 | |
| | National | 45.7 | 46.9 | 47.2 | 47.1 | 47.6 | |
| 1+ at Level 6 or better | | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
| | Perth and Kinross | 51.4 | 49.3 | 47.2 | 48.8 | 46.8 | 46 |
| | CA Average | 50.9 | 50.3 | 50.8 | 50.5 | 49.0 | |
| | National | 43.7 | 43.6 | 43.5 | 43.1 | 43.0 | |
| 3+ at Level 6 or better | | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
| | Perth and Kinross | 38.0 | 36.1 | 34.4 | 33.6 | 34.3 | 34 |
| | CA Average | 37.3 | 37.1 | 37.4 | 36.7 | 34.6 | |
| | National | 31.0 | 30.7 | 30.6 | 30.1 | 30.0 | |
| 5+ at Level 6 or better | | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
| | Perth and Kinross | 25.2 | 23.3 | 22.1 | 21.4 | 22.8 | 22 |
| | CA Average | 23.8 | 24.1 | 24.3 | 24.4 | 23.3 | |
| | National | 19.7 | 19.6 | 19.6 | 19.4 | 19.7 | |
| 1+ at Level 7 or better | | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
| | Perth and Kinross | 13.3 | 12.6 | 14.3 | 15.3 | 15.8 | 15 |
| | CA Average | 14.6 | 14.5 | 15.5 | 15.6 | 14.8 | |
| | National | 11.6 | 11.9 | 12.3 | 12.1 | 12.5 | |