

**EDUCATION AND CHILDREN'S  
SERVICES**

**BUSINESS MANAGEMENT AND  
IMPROVEMENT PLAN 2017/18**

**&**

**ANNUAL PERFORMANCE REPORT  
2016/17**

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## INTRODUCTION

### Welcome to The Education and Children's Services Business Management and Improvement Plan 2017/18 & Annual Performance Report 2016/17.

This plan sets out the key actions which will be delivered by Education and Children's Services in 2017/18 to ensure better outcomes for everyone in Perth and Kinross, and contribute to the delivery of the Council's five strategic objectives. It also allows us an opportunity to reflect on the progress we have made in 2016/17, and report on our performance against the identified performance indicators.

A key focus for our work is on early intervention and prevention, based on our Early Years Strategy, embedding the principles of GIRFEC and meeting the responsibilities of the Children and Young People (Scotland) Act 2014. The first Tayside Plan for Children, Young People and Families 2017-2020 highlights our combined partnership approach towards the planning, management, commissioning, delivery and evaluation of services to improve outcomes for all.

The Education (Scotland) Act and the National Improvement Framework for Scottish Education brought new responsibilities and opportunities, and a renewed and sharper focus on raising attainment for all and closing equality gaps. We remain committed to delivering equity and enabling inclusion in all of our services.

We are undertaking an ambitious programme of transformation projects, based on innovation, creativity and flexibility in service delivery and incorporating service design, workforce development, asset management and stakeholder engagement. The transformation approach sets out a path which will allow the organisation to achieve required modernisation and efficiencies to meet the financial challenge and future service demand.

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

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

## VISION, STRATEGIC OBJECTIVES AND LOCAL OUTCOMES

### THE COUNCIL'S VISION

The Council's Corporate Plan sets out the vision for our area, our communities and our people.

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

### THE COUNCIL'S STRATEGIC OBJECTIVES

From the vision, there are five strategic objectives which inform decisions about policy direction and budget spending. Education and Children's Services will play a key role in the delivery of all strategic objectives and lead on the following two Strategic Objectives and Local Outcomes.

#### Giving every child the best start in life

- Children have the best start in life
- Nurtured and supported families

#### Developing educated, responsible and informed citizens

- Young people reach their potential
- People are ready for life and work

In addition, the Perth and Kinross Council Business Plan 2016-19 sets out how the organisation will face the coming changes, challenges and opportunities, and continue to secure positive outcomes for people and communities, within the changing context of public service reform, increasing demand and reducing budgets.

This plan is guided by, and aligned with the Tayside Plan for Children, Young People and Families 2017-2020 which was submitted to Scottish Government in April 2017. This is the first joint plan to be produced by the 3 Community Planning areas of Perth and Kinross, Angus and Dundee. It represents a multi-agency, cross-border approach towards improving the lives and the life chances of children and young people across the area.

This plan sets out five priority areas to drive the work of all partners over the next 3 years.

1. Our children will have the best start in life; they will be cared for and supported to learn in nurturing environments.
2. Our children, young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential.
3. Our children and young people will be physically, mentally and emotionally healthy.
4. Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people.
5. Our children and young people will be safe and protected from harm at home, school and in the community.

This Business Management and Improvement Plan reflects how these will be translated and enacted by Education and Children's Services in 2017/18.

The Tayside Plan also sets out a range of outcome measures to monitor performance across the priority areas, to assess the extent of progress; where good practice can be shared and extended; and how to address areas for improvement. In time, these will be developed further and ECS performance indicators will be refined and align with these and other national requirements.

All of the recommendations of the Perth and Kinross Fairness Commission are relevant to the Service as a key contributor to community planning in the area. Several are specifically pertinent to ECS in 2017/18:

- *Take account of socio-economic disadvantage when making decisions.*  
From 1st August 2017, the Service is required to have due regard to the need to reduce inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage.
- *Identifying the most powerful interventions they can take locally to tackle child poverty.*  
The use of evidence-led interventions, applied with integrity and which are evaluated using high quality data, remains central to our approach, and is of specific relevance to schools' investment of Pupil Equity Funding.
- *Efficient and equitable access to support for individuals and families is a priority.*  
Our review of Inclusion Services will provide a more efficient and effective delivery model, and our plan for expansion of early years and childcare will have efficiency and equity at its core.

# GIVING EVERY CHILD THE BEST START IN LIFE

## SERVICE NET CONTRIBUTION: £29 Million

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

The Children and Young People (Scotland) Act 2014 informs our approach to optimising wellbeing and giving every child the best start in life. Our Early Years Strategy and the principles of Getting it Right for Every Child (GIRFEC) aim to ensure that we provide children and young people with the best possible start and that, together with our partners, we intervene at the earliest possible point and provide the appropriate support to address issues or concerns where required. Ensuring parents are supported is key to prevention and early intervention to reduce poor outcomes for children, therefore our Parenting Strategy informs the provision of both universal and targeted support and information for parents with children at all ages.

Although delivering prevention and early intervention services to achieve positive outcomes for children is a priority for Education and Children's Services, there will always remain a requirement to respond to the needs of the most vulnerable children and young people. Our Corporate Parenting Strategy provides the framework for ensuring better outcomes for our looked after children and young people and to ensure that they thrive and succeed. Whilst maintaining high quality universal services, we work in partnership to provide holistic and flexible support to families to cope with the challenges they may face in their daily lives.

Together all of this activity enables us to keep children in Perth and Kinross safe and protected, and to promote their wellbeing, we work in partnership to provide holistic support to families to cope with the challenges they may face in their daily lives. This is informed by the Children's Services Plan and the Child Protection Committee Improvement Plan. Together with the Early Years and Parenting Strategies our approach seeks to enable children and young people to remain in their own homes and community wherever possible and to achieve their potential.

## Children have the best start in life

### **Performance Summary 2016/17**

Over the past decade, we have shifted our focus and investment to further enhance services for children in their early years and their families, recognising the significant role of parents and carers in providing sustainable support to their children. This approach is underpinned by the commitment made through Evidence2Success to increase the investment of resources in prevention and early intervention. As a result over the past year:

- an increasing number of parents have engaged in programmes to enhance their relationship with and management of their children;
- more children have benefited from attending Strong Start 2 provision; and
- enhanced targeting of support has enabled earlier identification of concerns and provision of interventions to improve children's developmental outcomes.

Working closely with NHS Tayside, we take an integrated approach to the provision of support to the pre-5 years population. This includes delivering services to improve the parenting capacity of families experiencing specific vulnerabilities and supporting an expansion of Infant Massage classes for families with babies under 6-months. Over 150 babies have benefited from their parent or carer attending three or more sessions of an Infant Massage course in the past year.

The Incredible Years Pre-School Parenting Programme helps parents of children who are displaying challenging behaviours to manage these behaviours more proactively, which improves their child's readiness for school and ability to manage social situations in the future. Monitoring of the last three cohorts of groups identified that 82% of children had an improved behaviour score at the end of the groups, and included a significant group of children for whom their behaviour had improved to the extent of being in the normal range. A review of the longer-term impact of this programme identified that 96% of the 67 families contacted reported that they are still feeling the benefits of the course between 6 months to 2 years after it had finished. In 2016, 205 families enrolled in an Incredible Years Group.

Following consultation with parents to more fully understand their requirements, the Early Learning and Childcare (ELC) Admissions Policy and Guidance was updated to allow families to choose a flexible package of full and half days provision.

New Strong Start 2 provisions opened in Crieff and Oakbank taking the total across PKC to 21 settings. An evaluation of the Strong Start 2 provision indicates that it has impacted positively on children's development particularly with speech & language and social skills. The benefits to families were also identified and included supporting parents to develop their parenting skills, helping parents to secure work or training opportunities and providing respite where there has been parental illness. In session 2017/18 two further Strong Start 2 provisions are planned to open in Alyth and Errol.

Most Play Assistants in local authority nurseries are now progressing in their studies to gain a qualification; the first cohort of 11 has now qualified with their practitioner qualifications. The impact of the upskilled workforce is demonstrated in the enhanced provision and the meeting of children's needs. The Men in Childcare development has continued across session 2016/17 with a further seven men completing this year's opportunity and available to uptake childcare and play development posts.

Data collected using the PKC Developmental Assessment tool for pre-school children provided evidence that 79% of children assessed were meeting all milestones across the 9 developmental areas. Each school received the milestones data about their P1 cohort and used it alongside other information, including pre-school reports, to support each child's transition to primary school.

The Closing the Communication Gap project has been embedded into practice and has resulted in an increase in staff knowledge and confidence in supporting children's language and communication and early reading skills. There has been an increase in parental engagement through the project, and in activities to inform parents about ways they can support children at home with language and communication. Data collected using the PKC developmental milestones assessment tool will be used to measure the impact on children's speech & language development.

Working in partnership with Angus and Dundee City Councils, NHS Tayside and colleagues from the independent school sector, we have developed a shared format for a single Child's Plan as well as multi-agency guidance to support their effective creation. The plan format includes the development of chronologies of significant events and gathers information about progress made, what needs to be improved, and details actions to make those improvements.

Over the last year, the Family Focus team has been established to enhance the support for vulnerable and at risk families from pre-birth through to school entry. This team has developed from offering centre-based delivery of day care for very young children and family support to a more flexible model, and now supports just under 50 children throughout Perth and Kinross within their own homes and local communities.

Outreach support to families and children with complex needs provided by staff from Woodlea Cottage and the Child Health Team has been consolidated over the last year. Over 80 children and families are now benefiting from expert hands-on advice and guidance to manage the challenges of caring for children with a disability at a much earlier stage. Fewer children and families are waiting for support or seeking overnight respite as a result.

Performance in decision-making to support children into permanence has continued to be strong over the last year. Looked after child review meetings successfully identify children who need permanent care away from their birth families with the vast majority of children identified within 6-9 months of

becoming looked after. Most children identified as being in need of permanency are considered by the Fostering and Permanence Panel within 4-6 months.

Inspection reports provide evidence for our commitment to support and protect vulnerable children and families and allow us to identify areas for development. We have received very positive inspection reports for our services, with Early Learning and Childcare, Support Services, Residential Care and Fostering and Adoption Services being consistently rated as Good or Very Good, and several receiving the highest possible rating of Excellent.

### Focus for 2017/18

- We will work with key partners, including NHS Tayside and CELCIS to **improve the levels of support pre-birth** and the effectiveness of responses to unborn babies.
- We will, through the commissioning strategy for children's services, commission highly quality, **flexible family support services** targeted at primary school aged children on the edge of care.
- We will review the **Early Years Strategy** to accommodate legislative changes.
- We will embed the approaches of Early Intervention and Prevention developed through the work of **Evidence2Success**.
- We will reaffirm our commitment to **GIRFEC**, particularly focusing on children at the edge of care, who are at risk of becoming looked after, providing flexible and responsive support services.
- We will continue to improve **Permanence Planning** for looked after children, helping children to reach secure and nurturing positive destinations without unnecessary delay.
- We will help to deliver the outcomes identified in the **Tayside Plan for Children, Young People and Families 2017-2020** through close collaboration with partners.
- We will update the **Parenting Strategy** and action plan, and work with Angus and Dundee Councils to share learning and develop collaborative delivery models to enhance the support we provide to parents.

### Key Performance Indicators

Indicator (Source)	Performance			Targets			
	14/15	15/16	16/17	16/17	17/18	18/19	22/23
<b>% of children meeting expected developmental milestones when entering primary school (Corporate Plan)</b>	-	-	<b>79%</b>	<b>Baseline</b>	85% in each SIMD Quintile	85% in each SIMD Quintile	85% in each SIMD Quintile
<p>The milestones most frequently not met were in the areas of Speech &amp; language; Emotional development; Attention or Social development.</p> <p>The proportion of children not meeting their developmental milestones is weighted towards boys, and heavily weighted towards children living within ACORN 4 and 5 or SIMD Quintile 1 (61% meet all milestones). Each school received the milestones data about their P1 cohort and used it alongside other information including pre-school reports to support each child's transition to primary school.</p>							

Indicator (Source)	Performance			Targets			
	14/15	15/16	16/17	16/17	17/18	18/19	22/23
<b>Number of childcare places provided (Corporate Plan)</b>	6,742	6,738	<b>6,648</b>	<b>6,700</b>	6,700	6,700	6,700
<p>Two services delivering Early learning and Childcare closed due to low numbers of children attending which impacted negatively on sustainability across time and a number of childminders de-registered with the Care Inspectorate.</p> <p>The biennial Early Learning and Childcare consultation took place across Nov–Dec 2016, combined with a survey around wider childcare needs, and sought the views of parents and carers regarding their current and future needs around ELC. Analysis of the consultation is underway, a report will be published and these will form the basis of an Action Plan.</p> <p>Further introduction to childminding and pre-registration courses are planned for the remainder of the academic session 2017/18, to support those interested in becoming a childminder.</p>							
<b>Average number of placement moves experienced by Looked After 5 year olds in a rolling year</b>	0.86	1.26	<b>1.20</b>	<b>2</b>	1	1	1
<p>This indicator measures performance in securing stable placements for very young children from the point at which they become looked after. It is desirable for children to experience as few placement moves as possible. We measure children in the year they turn 5 as this coincides with the significant transition into primary schooling. The majority of the 23 children who were aged 5 in the period experienced no additional moves (5 children) or just one move (10 children).</p>							

### Deleted Indicators

Indicator (Source)	Performance			Target
	14/15	15/16	16/17	16/17
<b>% of parent/carers who are confident with the level of care their child receives at their Kids Club</b>	96%	95%	<b>96%</b>	<b>95%</b>
<b>% of parent/carers who are confident with the level of care their child receives at a Playstart crèche</b>	100%	100%	<b>96%</b>	<b>95%</b>
<p>Parental confidence remains consistently high across both of these indicators. Services have individual reports to address comments and suggestions at a local level and detail specific actions. Survey responses are collated and provide feedback to the parents using the service.</p>				

# Nurtured and supported families

## Performance Summary 2016/17

The Evidence2Success (E2S) programme is aimed at improving outcomes for children and young people across Perth and Kinross, increasing community empowerment and embedding the use of data and research in planning, resourcing and implementing services. It aims to increase the use of evidence-based programmes to deliver improvement in the prioritised outcomes agreed by the Community Planning Partnership. Evidence2Success is now in the final phase of embedding the initial parenting programmes, the Incredible Years Pre-school Parenting Programme and the Strengthening Families Programme.

By working with parents and their 10-11 year-olds together, the Strengthening Families programme (SFP) is reducing the likelihood of future risk-taking behaviour by young people, building young people and parent's levels of resilience and improving parenting capacity. Since the SFP was introduced in November 2014 there have been 22 groups delivered across Perth and Kinross involving 134 families; these groups involved 157 young people and 165 parents/carers. Evaluations of the impact of the programme show that they are very effective in enabling both parents and children to use positive behaviours to address the challenges they come across in family and community life.

The focus on family learning has been further developed and used to support how we address some of the challenges that can impede children and young people having good outcomes, such as improving healthy family nutrition. This is being delivered through a range of 'Cook-It' groups which engage groups of families in cooking healthy meals together and a Food, Family, Fun programme which was piloted with groups of families in Eastern Perthshire in the October school holidays in partnership with Children in Scotland. The learning from these groups has been used to inform further Family Club and other holiday period activities over the remainder of the year.

The Play on Pedals programme was introduced to 16 nursery classes in April 2016 in partnership with Cycle Scotland. Our classes were selected on the basis of ACORN socio-economic data. All nurseries have reported positive impacts on children's movement and balance skills, and spoken language, specifically vocabulary has improved. The programme was introduced to a further 6 nursery classes in April 2017; these were the remaining hub and extended provision classes with full-time places under Support for Children and Families criteria. It is planned to develop Parental Involvement using Play on Pedals as the motivating factor as those nurseries who trialled this had good interest and response from parents.

The focus on improving emotional wellbeing instigated through Evidence2Success has included the development of a Perth and Kinross Emotional Wellbeing Collaborative (EWC). This initiative draws together organisations from all sectors of the Community Planning Partnership (CPP) to work together to use an evidence-based approach to develop how young people are supported to have better emotional wellbeing.

Over recent years significant focus and investment has gone into the roll out of the Bounce Back Programme in primary schools. Bounce Back is an evidence-based programme to promote mental health resilience through the teaching and promotion of coping skills. The programme helps schools to do this by supporting children to:

- understand and express their feelings and develop the ability to talk about them;
- manage thoughts, emotions and behaviours;
- recognise the components of positive relationships; and
- understand the importance of good mental health and how to manage challenging times.

Following the initial pilot in 12 schools, there are now 65 schools using the programme. Activity in the past year has supported the ongoing roll-out to the remaining schools, strengthening the fidelity of delivery and exploration of how the approach can be extended into Secondary schools.

The Review of Decision Making in Child Protection 2016 explored key elements of child protection processes. The high-level findings demonstrated consistently high standards of multi-agency practice, and showed that early intervention was effective and in many instances this was linked to avoiding the need for registration on the Child Protection Register as risks had been reduced at an early stage. Performance in relation to holding Child Protection Case Conferences within agreed timescales had been improving steadily since 2014, however in the last quarter of 2016/17 we appointed a temporary Improvement Officer to further improve processes and to enhance child and parental involvement in meetings.

Perth and Kinross Council continue to contribute to the Local Government Benchmarking Framework (LGBF) Family Group for looked after children. A recent LGBF Workshop reviewed the most recent data available and highlighted areas of good practice from across Scotland, including a presentation from Perth and Kinross and Angus councils about collaborative working.

Over the last year, the Contact Team was established to coordinate and deliver high quality contact between looked after children and their families. Strathmoor has been adapted to provide office accommodation and a homely base for contact sessions. The quality of experience and improved consistency in the assessment of contact for looked after children and their families are improving as a result.

Our processes for assessing and supporting kinship carers are improving. The introduction of an independent Chair of the Kinship Panel and multi-agency and professional membership of the panel is now ensuring greater challenge and rigour to decision-making. The expansion of the Kinship Care Team has also increased the level of support to kinship carers.

The numbers of looked after children and young people have continued to grow year on year, and at 31 July 2016 we experienced a 12% increase from 31 July 2015. This brings challenges in terms of workload and professional social worker capacity in providing high quality, local family-based care to meet their individual needs. The increased demand for high quality local foster carers, family-based respite carers and supported lodgings is being addressed through a 3-year recruitment campaign which is supported via the Council's transformation programme. A comprehensive review of residential care has been completed over the last year and alternative models for retaining children within their own families and communities have been explored.

### **Focus for 2017/18**

- We will develop and implement a **Health and Wellbeing Strategy**
- We will review and improve our **Parental Involvement Strategy**.
- We will address gaps and improve outcomes for priority groups identified in the **Perth and Kinross Parenting Strategy 2015-2019**.
- We will implement the **Corporate Parenting Strategy for 2017-2020** through a collaborative partnership of Corporate Parents.
- We will report on the review findings and options appraisal for **remodelling of residential care** for children and young people.
- We will consolidate improvements in performance in **child protection case conferences**, along with improved child and family involvement.

## Key Performance Indicators

Indicator (Source)	Performance			Targets			
	14/15	15/16	16/17	16/17	17/18	18/19	22/23
<b>% of children successfully reintegrated full time into their mainstream class from a nurture provision (Corporate Plan)</b>	35%	<b>47%</b>	-	<b>40% (15/16)</b>	90%	90%	90%
Nurture provision is designed to give special care and attention to children with social, emotional and behavioural difficulties stemming from attachment issues. It is intended to be a short-term intervention with pupils moving back to mainstream classroom education within 4 terms.							
<b>Number of people involved in family learning and parenting programmes (Corporate Plan)</b>	416	509	<b>666</b>	<b>450</b>	450	450	450
A range of parenting programmes and family learning opportunities are delivered in Perth and Kinross, this includes Infant Massage courses, SPACE/PEEP Learning Together, Incredible Years Parenting Programme, Strengthening Families Programme, Family Clubs and Cook-It courses. There has been an increase in numbers attending as more opportunities have been offered as a result of more trained staff to deliver some of the above programmes.							
<b>% of initial child protection case conferences within timescales</b>	49%	58%	<b>72%</b>	<b>70%</b>	75%	80%	95%
The timescales for holding multi-agency child protection case conferences are set in national and local guidance. It is expected that Initial Child Protection Case Conferences take place within 21 days from the point at which a child protection investigation by police and/or social work takes place. Performance shows steady improvement over the last three years, and timescales have been improving in this area due to continued management and monitoring systems. It remains a constant challenge to maintain this improved performance and achieve the targets set, and an 18 month fixed term post has been created for an Independent Chair for Child Protection Case Conferences to provide additional capacity and to overhaul current processes.							
<b>% of Unborn Baby Initial Case Conferences held within timescales in line with revised national guidance</b>	-	58%	<b>53%</b>	<b>75%</b>	80%	85%	95%
It is expected that Unborn Baby Initial Child Protection Case Conferences take place by 28 weeks of pregnancy (12 weeks before the expected date of delivery). Out of 19 Unborn Baby Initial Case Conferences, 10 were held within the required timescales. Performance in this area has remained below target and there is a challenge in ensuring that vulnerable unborn babies are considered via multi-agency screening arrangements at an early stage in pregnancy. Improvement actions are set out in detail within the <a href="#">Child Protection Committee improvement plan</a> .							
<b>% of child protection review case conferences within agreed timescales</b>	Revised indicator for 2015/16		<b>94%</b>	<b>95%</b>	95%	95%	95%
It is expected that Review Child Protection Case Conferences take place within 3 months of the first date of registration and at 6 monthly intervals thereafter. There were 132 Review Case Conferences within the reporting year of which 124 were held within the agreed timescales. Regular monitoring of the scheduling of Review Child Protection Case Conferences by Improvement Officers and the Service Manager Fieldwork Services is maintaining performance in this area.							

Indicator (Source)	Performance			Targets			
	14/15	15/16	16/17	16/17	17/18	18/19	22/23
<b>% of children on child protection register over 9 months</b>	-	20%	17%	7%	6%	6%	5%
The length of time that children's names are held on the Child Protection Register indicates the time taken to eliminate and reduce risks. This is a proxy measure of the effectiveness of child protection plans. 13 out of 78 young people have been on the register for a period of more than 9 months, and of these 11 have been on the register for 12 months or less.							
<b>% of looked after reviews (accommodated children) which are held within statutory timescales</b>	76%	83%	80%	95%	95%	95%	95%
The timescales for holding reviews of the circumstances of looked after children are set out in regulations. For every looked after child a review should take place: <ul style="list-style-type: none"> <li>• Within 72 hours of placement (local practice to make early plans for child)</li> <li>• 6 weeks after first review (statutory)</li> <li>• 3 months after 6 week review (statutory)</li> <li>• 6 monthly thereafter (statutory)</li> </ul> 338 out of 424 reviews were held within statutory timescales. Performance in this area remains steady despite increasing numbers of looked after children.							
<b>% of children with fewer than 3 placements in care in a care episode (accommodated children)</b>	89%	86%	84%	93%	93%	95%	95%
The percentage of looked after and accommodated children and young people of all ages who experience two or fewer placement moves, including their move to a permanent placement, shows the extent to which children and young people are able to benefit from secure and stable relationships and nurturing environments. A high percentage of children and young people have been supported to experience minimal change and disruption.							
<b>% of children with a permanence plan which is approved at Panel within four months of the LAC Review decision</b>	-	48%	69%	60%	75%	80%	90%
This indicator relates to the speed at which children identified as needing permanent care away from their birth families at a looked after child review meeting are considered by the Fostering and Permanence Panel to be formally approved for permanence. This is a stretching target to reduce drift and delay in achieving permanence and performance remains strong.							
<b>% of assessment reports (IAR and SBR) requested by the Reporter which were submitted within target timescale</b>	57%	69%	48%	70%	70%	72%	78%
This performance is monitored and discussed at regular meetings with SCRA combined with business system reminders. The statistics do not take account of agreed postponements for reports, where communication between ECS and SCRA is good. Large family group reports can be late and have a disproportionate effect on performance in this area. Managers continue to prioritise urgent reports.							

Indicator (Source)	Performance			Targets			
	14/15	15/16	16/17	16/17	17/18	18/19	22/23
<b>% of children approved for permanence and who have been accommodated less than 12 months</b>	-	81%	<b>79%</b>	<b>82%</b>	83%	84%	85%
<p>This indicator is used as a way to monitor early decision making for children and young people and performance in avoiding drift and delay for children who are unlikely to return to the care of their birth families. Our performance in this area is very good and shows that permanence planning processes are working. The figures are based on small numbers and can be influenced by large family groups.</p>							

### Information not available

- Balance of care for looked after children (LGBF)  
*Available Jan 2018*
- Weekly gross costs per 'Looked After' Child in a residential setting (LGBF)  
*Available Jan 2018*
- Weekly gross costs per 'Looked After' Child in the community (LGBF)  
*Available Jan 2018*

# DEVELOPING EDUCATED, RESPONSIBLE AND INFORMED CITIZENS

## SERVICE NET CONTRIBUTION: £128 Million

Raising attainment and achievement for all is a key priority for Education and Children's Services, with a focus on closing the attainment gap, increasing children's engagement in their learning and reducing inequity. The National Improvement Framework for Scottish Education (NIF) remains central to schools' and ECS' work.

The current priorities of the Framework are:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing and;
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

Notwithstanding the many improvements and successes that have been evident in recent years, there is still much work to be done in PKC to reduce the inequity gap that still persists. The Raising Attainment Strategy 2016-2019 sets out a range of actions and interventions designed to raise attainment and close the gap for all, focused on the nationally recognised drivers for improvement. The launch of Pupil Equity Funding direct to schools as part of the Scottish Attainment Challenge is a key consideration for 2017/18.

The requirements of Continuing Care are also developing, affording young people more choice and providing a continuity of support that meets the welfare needs of the young person up to the age of 21. This is in order to provide a bridge from the protected status of a looked after child to adult independence.

## Young people reach their potential

### **Performance Summary 2016/17**

Attainment at Perth and Kinross schools continues to build on already high levels of performance. Pupils in P1, P4 and P7 continue to make very good progress with their learning in Reading, Writing, Listening & Talking and Mathematics, and S3 pupils show improvement over the last 3 years in all areas. The 2016 Scottish Qualification Authority (SQA) results demonstrate that we are continuing to make very good progress in raising the attainment of senior phase pupils in Perth and Kinross. Measures from Insight, the national benchmarking tool for the Senior Phase (S4-S6), show improving levels of literacy and numeracy across most measures and generally steady or improving attainment across all levels of ability. Work continues to close the deprivation related attainment gap, with S5 this year showing a small but encouraging closing of the gap, which remains persistent for S4 and S6. Across all deciles, virtually all pupil groups are ahead of their virtual comparator.

*More complete details on attainment can be found in the report [Attainment in Perth and Kinross Schools 2016](#).*

We continue to recognise the achievement of young people through a variety of awards, with an emphasis on the development of young people to be successful learners, confident individuals, effective contributors and responsible citizens. Young people participating in awards have to plan and identify personal goals leading to an increase in confidence, skills and independent thinking.

Following Education Scotland inspections of schools in 2016/17 almost all (96%) parents reported that their child felt safe at school; almost all (97%) stated that their child enjoyed learning at school; and almost all (96%) were happy overall with the schools inspected. Results for pupils broadly mirrored the parent questionnaires with almost all (94%) stating they felt safe and cared for in school; and almost all (93%) stating they enjoyed learning at school.

Our extensive and effective use of data to drive improvement is increasingly being seen nationally as best practice. Leaders in our schools have, in the Attainment Suite, a set of data exploration tools to allow them to understand the many 'gaps' that are seen in outcomes for children and young people, and to monitor performance in closing these.

Over the last year, we have delivered a further integration of services for young people. Services for Young People now integrates youth work; Opportunities for All, youth justice and intensive support for young people; through care and after care services and our housing support service for young people aged 16 -24 years. This has enabled new ways of working and a more joined-up approach to meeting the needs of our most vulnerable and at risk young people aged 12 to 26 years.

Our commitment to corporate parenting and ensuring the best outcomes for looked after and care experienced children and young people is resulting in greater numbers of young people remaining in kinship care, foster care, and continuing care over the age of 16. Our care experienced young people are now more likely to remain in full-time education beyond the age of 16 years and our performance in maintaining contact with young people after they leave care remains strong.

#### **Focus for 2017/18**

- We will implement the **Raising Attainment Strategy 2016-2019** and its associated requirements.
- We will work to meet the requirements of the **Education (Scotland) Act 2016**, the **Standards in Scotland's Schools etc. Act 2000** and the **Children and Young People (Scotland) Act 2014**.
- We will review **Inclusion Services** to provide a more efficient and effective delivery model; ensuring that children and young people with additional support needs have access to the most appropriate learning opportunities.
- We will work towards achieving 2020 readiness for the **1+2 approach to Language Learning**; giving every child the opportunity to learn two languages in addition to their first language.
- We will develop a **Digital Strategy** that will ensure that learning and teaching is fully supported by the effective and appropriate use of technology.
- We will work to meet the outcomes of the Scottish Government's **Education Governance Review**.

## Key Performance Indicators

Indicator (Source)	Performance			Targets			
	14/15	15/16	16/17	16/17	17/18	18/19	22/23
<b>Percentage of pupils achieving expected levels in: (LGBF indicators)</b>							
Reading P1	-	91.4	-	-	Targets to be set after development and embedding of Scottish National Standardised Assessment to inform teacher judgements		
Reading P4	-	93.3	-	-			
Reading P7	-	87.1	-	-			
Writing P1	-	90.2	-	-			
Writing P4	-	91.0	-	-			
Writing P7	-	85.3	-	-			
Listening & Talking P1	-	93.0	-	-			
Listening & Talking P4	-	94.7	-	-			
Listening & Talking P7	-	88.4	-	-			
Numeracy P1	-	92.2	-	-			
Numeracy P4	-	93.2	-	-			
Numeracy P7	-	86.8	-	-			
Perth and Kinross is ranked highly in Scotland for the proportion achieving expected levels. The very different approaches across Scotland to making judgements on progress will be a key factor and the increasing use of national CfE benchmarks and greater moderation will likely see adjustments over time.							
<b>School leavers achieving 5 or more SQA subjects at SCQF level 5 (LGBF)</b>	65%	62%	-	61% (15/16)	Exceed virtual comparator		
<b>School leavers achieving 5 or more SQA subjects at SCQF level 6 (LGBF)</b>	37%	36%	-	34% (15/16)	Exceed virtual comparator		
Although the results are close, PKC is consistently above the Family Group median and National results, and shows improvement over 5 years. The results in 2014/15 were the best ever and although there are some slight reductions in 2015/16, these results reflect the dedication of pupils and staff to success across a broad range of subjects, and demonstrate the effectiveness of the ongoing work to raise attainment for all.							
<b>School leavers from 20% more deprived areas (SIMD) achieving 5 or more SQA subjects at SCQF level 5 (LGBF)</b>	40%	32%	-	39% (15/16)	Exceed national average		
<b>School leavers from 20% more deprived areas (SIMD) achieving 5 or more SQA subjects at SCQF level 6 (LGBF)</b>	15%	10%	-	15% (15/16)	Exceed national average		
These indicators have reduced in 2015/16, though it is too early to show a general downward trend, and performance has generally been below the national average. These also represent relatively small groups of pupils, as only 7% of PKC students fall within the 20% most deprived areas.							
This demonstrates the challenges that we face in Closing the Gap, reflected in the Raising Attainment Strategy 2016-2019, which sets forth a range of actions to address to priorities identified in the National Improvement Framework.							

Indicator (Source)	Performance			Targets			
	14/15	15/16	16/17	16/17	17/18	18/19	22/23
<b>Average Total Tariff scores:</b>							
Overall (LGBF)	983	<b>953</b>	-	<b>914 (15/16)</b>	Exceed virtual comparator		
SIMD Quintile 1 (LGBF)	533	<b>523</b>	-	<b>541 (15/16)</b>	Exceed virtual comparator		
SIMD Quintile 2 (LGBF)	758	<b>746</b>	-	<b>695 (15/16)</b>	Exceed virtual comparator		
SIMD Quintile 3 (LGBF)	928	<b>850</b>	-	<b>835 (15/16)</b>	Exceed virtual comparator		
SIMD Quintile 4 (LGBF)	1047	<b>1023</b>	-	<b>960 (15/16)</b>	Exceed virtual comparator		
SIMD Quintile 5 (LGBF)	1146	<b>1135</b>	-	<b>1144 (15/16)</b>	Exceed virtual comparator		
ACORN Category 5	603	<b>588</b>	-	<b>Baseline</b>	Annual improvement		
The 'attainment gap' between pupils from the most and least deprived backgrounds is a key priority of the Scottish Government's National Improvement Framework for education. The attainment gap remains a persistent challenge in Perth and Kinross is addressing this is a key aim of the Raising Attainment Strategy 2016-2019.							
Average Total Tariff for Looked After Children	359	<b>244</b>	-	<b>253 (15/16)</b>	Exceed virtual comparator		
School leavers achieving Literacy and Numeracy at SCQF Level 4	85%	<b>84%</b>	-	<b>88% (15/16)</b>	Exceed virtual comparator		
Looked After school leavers achieving Literacy and Numeracy at SCQF Level 4	69%	<b>28%</b>	-	<b>50% (15/16)</b>	Exceed virtual comparator		
Care should be taken when interpreting measures for Looked After Children due to the small numbers involved. Typically less than 20 young people fall into the Looked After School Leavers cohort.							
Number of young people achieving awards (Corporate Plan)	782	854	<b>674</b>	<b>600</b>	TBC	TBC	TBC
The transition of Youth Services to a more targeted and focused approach has resulted in an increase in 1:1 work and a reduction in small group work and therefore engagement with fewer young people.							
% of adults satisfied with local schools (LGBF)	87%	<b>84%</b>	-	<b>90% (15/16)</b>	90%	90%	90%
Performance in Perth and Kinross matches the Family Group median performance and is consistently above the national average. Satisfaction with our schools remains high, and we use a variety of techniques to gather views and actively engage with the parents of children in schools. Parents are involved in Extended Learning and Achievement visits and also in locality evaluations around the learning community.							
% Attendance for Primary School pupils	95.4%	<b>95.3%</b>	-	<b>Baseline (15/16)</b>	96%	96%	96%
% Attendance for Secondary School pupils	91.9%	<b>91.5%</b>	-	<b>Baseline (15/16)</b>	92%	93%	95%
Attendance levels have dropped slightly since last year, though the difference is less than 1%. Compared to the secondary sector, attendance has been consistently higher in the primary sector. All schools monitor attendance, and effective systems are in place to identify patterns of absence and act appropriately to address emerging issues.							

Indicator (Source)	Performance			Targets			
	14/15	15/16	16/17	16/17	17/18	18/19	22/23
<b>Exclusion incidents per 1,000 Primary pupils</b>	9	11	-	Baseline (15/16)	10	9	9
<b>Exclusion incidents per 1,000 Secondary pupils</b>	51	48	-	Baseline (15/16)	46	45	43
Exclusions from primary schools have increased slightly compared to last year with a continued decrease in secondary schools. The overall number of incidents continues to drop. The number of pupils involved in exclusions is small, and represents a small proportion of the overall school roll.							
<b>Number of young people (12-16) engaged with early interventions provided by Services for Young People (Corporate Plan)</b>	-	160	97	180	TBC	TBC	TBC
There has been a change of focus for Services for Young People towards more targeted and earlier interventions for young people with the highest levels of unmet need. The emphasis has shifted from direct delivery of universal youth provision to supporting partners in localities as providers.							
<b>Number of young people engaged in youth work activities</b>	-	13,394	6,153	8,500	TBC	TBC	TBC
This includes young people engaged with Services for Young People, young people accessing @Scott Street and those registered with the Duke of Edinburgh Award. The overall total for this year reflects a reduction due to a change of focus from providing a universal service to more targeted involvement.							
<b>Proportion of Activity Agreement participants progressing onto positive destinations</b>	65%	68%	84%	65%	85%	87%	90%
This target has been exceeded, with 97 young people completing Activity Agreements and of these 81 progressing onto positive destinations, with the majority going into Employment or Education. Performance this year demonstrates the positive impact of the change in emphasis within Services for Young People.							
<b>% of Care Leavers in touch with Aftercare services between the ages of 16-25</b>	-	85%	84%	85%	88%	89%	90%
231 of 276 care leavers engaged with Aftercare services in this period. This continues to be an area of concentrated effort where young people are supported and encouraged to continue contact with services. This is mostly through the Aftercare team but young people are also in touch with staff through the City base @scott street. The entitlement to after care services was extended from 21 years to 26 years in 2015 and the proportion of care leavers across the age range will be monitored over the next few years as it is anticipated that the number over 21 will fall naturally as individuals progress in life.							
<b>% of children/young people in community placement beyond the age of 16</b>	-	76%	64%	80%	80%	85%	90%
This indicator was introduced in 2015/16 to monitor performance in relation to supporting young people over the age of 16 years to remain in their foster or kinship care placements. This indicator includes young people who remain looked after between the ages of 16 and 18 years along with young people who transfer to a continuing care placement after they reach 16 year and up to the age of 21 years. This indicator will build up over the next 3 years to report a moving 5 year window. Therefore some variation is expected in early figures.							

### Information not available

- Cost per primary school pupil (LGBF)
  - Cost per secondary school pupil (LGBF)
  - Cost per pre-school place (LGBF)
- All available Jan 2018.*

# People are ready for life and work

## Performance Summary 2016/17

The Career Ready Programme aims to link employers with schools in a structured way to support positive career paths for young people. The programme continues to grow, with almost 150 pupils engaged with the programme since its launch, and 30 local employers taking part.

Young people continue to participate in Wider Achievement Awards such as Duke of Edinburgh Award, Youth Philanthropy Initiative, Saltire Awards, Youth Achievement Awards and SQA Personal Development Awards. 54% of all S4, S5 and S6 leavers who depart school without achieving a level 6 (Higher grade) award are now leaving with at least one vocational qualification, up from 47% in 2015.

There has been an expansion in the numbers of young people participating in Modern Apprenticeships within Perth and Kinross. The total number of Modern Apprenticeships has increased from 747 in 2014/2015 to 880 in 2015/2016; with the majority targeted at the 16-24 age group.

The Employment Connections Hub has supported 33 young people into employment through the Scottish Government's Employer Recruitment Incentive (SERI), with 30 of these sustaining employment once the year-long programme had finished. The Council has also created its own Recruitment Incentive which supported an additional 31 young people into employment.

There has been a focus on the development of Career Education Standards in primary schools over this session. A key element of the Headteacher conference in January was a number of presentations of good practice and a presentation from Skills Development Scotland and Education Scotland on new resources which are available for schools and nurseries to improve their practice. This will be embedded further over session 2017-18, and the impact will be monitored during Term visits.

This session we worked with the Children's University, an organisation which promotes family engagement for children from P5 to S2 in a wide variety of activities and experiences outside of school hours to support the development of Skills of Life, Learning and Work. A number of partners have been engaged in developing the project, and to date approximately 500 pupils from within the Perth Grammar School Local Management Group have benefited. A Steering Group has now been created, and the further development of the Children's University in 2017-18 will be supported by school leaders, Perth College UHI, the Developing the Young Workforce Regional Board, and Culture Perth and Kinross.

## Focus for 2017/18

- We will work to develop Perth and Kinross' **young workforce**; lead by the Developing our Young Workforce Board and supporting employers, young people, schools, Perth College UHI, a regional group and the Schools – College Strategic Partnership.
- We will continue our work to meet the requirements for **Continuing Care** arising from the Children and Young People (Scotland) Act 2014; supporting young people to make the transition into adulthood.
- We will continue to extend the approaches to **Developing Skills for Learning, Life and Work** in nurseries and primary schools.

## Key Performance Indicators

Indicator (Source)	Performance			Targets			
	14/15	15/16	16/17	16/17	17/18	18/19	22/23
<b>% of school leavers moving onto positive and sustained destinations (Corporate Plan &amp; LGBF)</b>	92%	<b>95%</b>	-	<b>93% (15/16)</b>	93%	93%	95%
Positive destinations include Higher or Further Education, Employment, Training and Voluntary Work. Perth and Kinross performance has increased after a fall last year and now exceeds the national average and Insight virtual comparator.							
<b>Participation measure for 16-19 year olds (Corporate Plan)</b>	91%	<b>93%</b>	-	<b>90% (15/16)</b>	Exceed comparator		
The participation measure reports on the activity of the wider 16-19 year old cohort, including those at school, and 2015/16 is the second year of publication. Once again, Perth and Kinross is performing above the national average (90%), and is doing so in every individual age group as well as overall.							
<b>% of adults aged 16-64 with qualifications above SCQF level 4 (Corporate Plan)</b>	91% (2014)	<b>92% (2015)</b>	-	<b>92% (2015)</b>	92%	92%	92%
The latest figure places Perth & Kinross among the highest local authorities in Scotland and considerably higher than the national average (89%). It also shows steady progress over the last few years, increasing from 85% in 2009.							
<b>Number of adults engaged in Community based Adult learning Opportunities (CBAL)</b>	1,427	1,262	<b>1,144</b>	<b>1,300</b>	+10%	+10%	+10%
During 2016/ 17 the Adult Literacy & Numeracy and ESOL partner organisations continued to plan collaboratively for the benefit of the learners, leading to expansion of the opportunities on offer, smoother transition, progression and improved impact for learners. In the first six months of funding the focus was on working with marginalised individuals by providing them with skills and confidence to participate in the community, enhance family relationships, improving employment prospects, to widen social networks and to reduce social isolation.							
<b>Satisfaction with community campuses</b>	87%	-	-	<b>90% (14/15)</b>	90%	90%	90%
As part of the ongoing improvement plan for the Community Campuses Review a fresh look at Community Campuses performance and how this is measured and reported on within an Annual Report is being undertaken from April 2017.							
<b>Number of volunteers supporting and sustaining local Community Learning and Development (CLD) delivery</b>	-	349	<b>403</b>	<b>384</b>	10%	10%	10%
The demand for volunteers remains high, particularly to support the Duke of Edinburgh (DofE) Award scheme. Participation in the DofE across the authority is extremely high – with over 1 in 4 young people aged 15 taking part.							

# PROMOTING A PROSPEROUS, INCLUSIVE AND SUSTAINABLE ECONOMY

## SERVICE NET CONTRIBUTION: £6,700,000

As the place at the heart of ancient and modern Scotland, Perth and Kinross has a wealth of culture and heritage reflecting its role in forging - the Kingdom of Alba, the Reformation and the 20<sup>th</sup> century, Scottish Cultural Renaissance. Our extraordinary natural environment and location within 90 minutes drive time of 70%+ of the Scottish population also makes us one of the best sport and leisure destinations in the country. These cultural, heritage and leisure assets are central to promoting a prosperous, inclusive and sustainable economy, and building stronger learning and knowledge based communities.

In 2016 the Council launched new culture and sport strategies for the next five years: Creative Perth and Kinross and Active Perth and Kinross. These were developed with our key national and local partners including the 3 arms-length Trusts which deliver culture and sport services with a total investment of £10.6M on behalf of the Council. Both documents set ambitious targets for transforming the cultural and leisure tourism offer in Perth and Kinross to support inclusive economic growth: including by the continued delivery of world-class sporting events and the UK City of Culture 2021 bid for Perth.

*Creative Perth and Kinross* and *Active Perth and Kinross* also set the strategic commissioning framework for our 3 arms-length Trusts: Horsecross Arts, Culture Perth and Kinross and Live Active Leisure. Since April 2016 the key culture and sports services funded by the Council are delivered by our Trust partners. Progress in delivering the Council's strategic objectives is monitored by the Sport and Culture Advisory Group and the performance monitoring of the services provided by the Trusts is carried out by the Council's Scrutiny Committee, to which the Trusts report on a 6 monthly basis.

In June 2016 the Council approved a major Cultural Transformation Programme to strengthen the cultural tourism offer of Perth city in response to an appraisal of our current performance in the tourism market which identified significant growth opportunities. The programme includes the UK City of Culture bid and an additional £20M capital investment in City Hall and Perth Museum and Art Gallery. These venues will open in 2021 showcasing the 'Ancient Roots, Modern Scots' story of Perth's place in the birth of ancient Scotland, and the shaping of the modern nation. This investment sits alongside our existing transformation of Perth Theatre, re-opening in late 2017, and our £5M commitment to the transformation of Perth Leisure Pool, led by Live Active Leisure. Customer engagement exercises, including The Big Listen, allow us to plan and deliver ongoing improvements in response to the views of people who currently use our services and those who currently don't. Our community engagement work on the UK City of Culture bid has involved nearly 10,000 people to date.

## Thriving, expanding economy

### Performance Summary 2016/17

As the main provider of sport and physical activity opportunities in Perth and Kinross, Live Active Leisure (LAL) have increased recorded attendances across their venues from 1,148,483 in 2015/16 to 1,168,272 in 2016/17 supporting our communities to maintain their activity levels. LAL have also recorded 1,608 unique users who are engaged in more targeted health improvement programmes, an increase from 1,535 last year.

LAL also continue to support the economy by promoting Perth as a location to host a wide variety of events, hosting 201 non-sporting event days in 2016/17 which attracted 9,561 delegates. This activity sits alongside an extensive programme of local, regional and national sports events such as the Pitlochry 10k, the Perth Open Volleyball Tournament, numerous gymnastics events run in partnership with Scottish Gymnastics and the Scottish Open Badminton Championship.

Our Active Schools service work with schools to promote employability and wider achievement through the development of young leaders on the “LEAD” pathway which currently has 226 senior pupils actively volunteering; many of whom are working towards accredited qualifications.

Voluntary sport continues to be a key contributor to the wider economy of Perth and Kinross. LAL have 84 clubs registered on the Perth & Kinross Accredited Club Excellence Scheme (PACES) and in 16/17 undertook an audit of those clubs to review their child protection arrangements and identify those which required additional support to improve standards. A review of the current accreditation process has also taken place in anticipation of a move to an online accreditation process during 2017/18.

Visitor numbers to museums have increased as a result of improvements to public programming policy, although the use of digital services has levelled off following initial peaks after the launch of new services from 2012/13 onwards. There are early indications of increased income generation from Culture Perth & Kinross as a result of the move to Trust status.

We successfully delivered Participatory Budget pilots, which enable residents to decide how public money should be spent in their communities; empowering communities, and funding local projects to increase community participation and put the needs of the community at the heart of service planning.

The implementation of Local Community Planning Partnerships is a major transformation of local democratic processes, with partners working with communities and each other to deliver well-integrated services that meet local priorities and needs.

### **Focus for 2017/18**

- We will deliver the priorities set out in **Creative Perth and Kinross** and **Active Perth and Kinross**, with an emphasis on Place-based working to support community-led culture and sport initiatives; a focus on health improvement and tackling health inequalities; and delivering a world-class tourism offer supporting inclusive growth across the area.
- We will continue to deliver the **Cultural Transformation Programme** with an international architectural competition for City Hall launched in early 2017 and the design team already appointed for Perth Museum and Art Gallery.
- We will continue to work with Live Active Leisure to fully explore funding options for the transformation of **Perth Leisure Pool** and support LAL in delivering this key project.
- Will we continue our work on the **UK City of Culture bid for Perth**. We are committed to celebrating the wealth of community cultural initiatives across Perth and Kinross via our £50,000 Creative Communities Fund and a series of events planned for the remainder of 2017/18.
- We will explore options, in collaboration with stakeholders, to expand the marketing of **Community Campuses** to provide a broader range of services to a wider audience.

## Key Performance Indicators

These indicators are being reported here for the last time, as responsibility for ongoing reporting is now being taken forward by Culture Perth and Kinross and Live Active Leisure.

Indicator (Source)	Performance			Targets			
	14/15	15/16	16/17	16/17	17/18	18/19	22/23
<b>Number of cultural, sporting and active recreation sessions (000's) (Corporate Plan)</b>	3,086	3,323	<b>3,390</b>	<b>3,357</b>	+1%	+1%	+1%
<p>Changes in recording methods with the move to new Trust arrangements mean that numbers are not directly comparable to previous years.</p> <p>Overall sport and recreation attendance has increased across all categories. Cultural services have also shown general increases, though changes to the provision of digital services means that complete data is not available from the period up to December 2016. More detail is provided in the indicators below.</p>							
<b>The number of visits to/usage of Council funded or part-funded museums that were in person per 1,000 population</b>	429	400	<b>440</b>	<b>420</b>	+5%	+5%	+5%
<p>The increase was principally achieved in the holiday periods, and also during targeted programming at Perth Museum and Art Gallery, successfully attracting a family audience, and increased interest in the newly completed Reading Room at the Fergusson Gallery.</p>							
<b>The number of virtual visits to/usage of Council funded or part-funded museums per 1,000 population</b>	457	1,280	<b>482</b>	<b>1,408</b>	+10%	+10%	+10%
<p>There was an increase in online activity mirroring periods of increased footfall at Perth Museum and Art Gallery, which included an online marketing campaign by Volpa. The significantly lower figure for 2016/17 could reflect that this only records online activity direct to the new <a href="#">CPK website</a> that was launched in December 2016, and therefore doesn't include figures redirected from the previous Council website.</p>							
<b>Number of engagements/usage of Museums collections</b>	-	6,543	<b>11,591</b>	<b>6,500</b>	6,500	6,500	6,500
<p>Due to changes in data collection, the 2016/17 figure is not directly comparable to the 2015/16 figure.</p> <p>This indicator includes collection enquiries, volunteers and a programme of talks, tours, school classes and community workshops supporting exhibitions. These activities enable us to offer specific audiences a tailored experience to enhance their learning, enjoyment and understanding.</p>							
<b>Library users as a % of the resident population</b>	14.7%	14.5%	<b>13.0%</b>	<b>16%</b>	16%	16%	16%
<p>Due to changing Library Management System half way through 2015/16, it is not possible to give an accurate comparison of active users between this year and last year.</p>							
<b>Visits to online library services per 1,000 population</b>	3,872	4,560	<b>5,265</b>	<b>5,016</b>	+10%	+10%	+10%
<p>eBook issues are up 16% compared with last year, eAudiobook issues are more static, up by 2%, eMagazine use remains the highest, but issues have only increased by 1% and the eMusic download service was discontinued in February 2017 following a review and due to lack of uptake from Library customers.</p>							

Indicator (Source)	Performance			Targets			
	14/15	15/16	16/17	16/17	17/18	18/19	22/23
<b>Proportion of cultural services users reporting positive satisfaction</b>	91%	92%	<b>90%</b>	<b>90%</b>	90%	90%	90%
Satisfaction figures are defined as the percentage of respondents stating that they are 'satisfied' or 'very satisfied' with the service provided. Customer satisfaction is slightly down from 2015/16, perhaps due to less ongoing consultation with regular service users and more focused consultation about event and activity attendance.							

### Information not available

- % of adults satisfied with museums and galleries (LGBF)  
*Available Jan 2018*
- % of adults satisfied with libraries (LGBF)  
*Available Jan 2018*
- Cost per library visit (LGBF)  
*Available Jan 2018*
- Cost of museums per visit (LGBF)  
*Available Jan 2018*

# SUPPORTING PEOPLE TO LEAD INDEPENDENT, HEALTHY AND ACTIVE LIVES

## SERVICE NET CONTRIBUTION: £4,500,000

We are committed to supporting people to live longer, healthier lives. We deliver a range of activities which help children, young people and families make positive choices in relation to leading healthy and active lives. Our commitment to improving health is recognised through the Improving Health: Improving Learning re-accreditation process for Health Promoting Schools and the professional development of staff involved in the accreditation team. Very good progress continues to be achieved with guidance and advice on a range of physical and mental wellbeing related subjects being well received by teaching and support staff.

We work with our partners to provide high quality Sport and Active Recreation services. Increased investment in targeted campaigns and programming improvements have been aimed at increasing Live Active Leisure facility attendance across all sites.

We have established a number of Community Sports Partnerships which provide a forum for schools, Live Active Leisure, Sports Development and local clubs to work in collaboration to create locality plans tailored for our communities and their identified priorities. We also recognise the importance of including individuals identified as vulnerable or with additional support needs; only by providing opportunities for all of our residents can we be sure to be contributing to a reduction in the areas of deprivation, isolation and inequality which persist in our communities.

## Longer, healthier lives for all

### Performance Summary 2016/17

Participants in Active Schools have increased, working with schools, families and communities to offer children and young people the opportunities and motivation to make positive choices in relation to their health and wellbeing. For example, using new data to target pupils during the transition from P7 to S1, Perth Academy has increased participation in extracurricular activities from 58% to 80%. Key to this success has been using a whole school approach involving guidance, Physical Education staff and school senior management to support the project.

Live Active Leisure have worked to remove a number of barriers to ensure successful engagement and increased participation figures of under-represented and marginalised groups. Developed in response to local demand, a new Community Activity Referral programme has been introduced in Auchterarder in partnership with Friends of St Margaret's. LAL has also worked with the PKC Wellbeing support team to deliver gym, nutrition and water based activities as part of the Mental Health project in Crieff and Aberfeldy, and also support the PKAV's Young Carers project at Rodney Fitness Centre.

A number of short time interventions and taster sessions have been run in response to partner needs, including work with Wisecraft in Blairgowrie and the Walled Garden project at Rodney to provide gym inductions and nutritional advice, support for the NHS Mental Health dietitians at Murray Royal to run activity sessions which build confidence in clients to access LAL services, and work with Stroke Hydrotherapy to run water-based rehab programmes.

LAL have also led the development of 7 Community Sports Hubs using partnership funding support provided by sportscotland. This has resulted in a 120% increase in the number of clubs engaged in hubs (from 39 to 86) and a 70% increase in the number of different sports in hubs (from 17 to 29). Additional funding has been secured up to 2019 to support the development of 4 more hubs.

## Focus for 2017/18

- We will work to **improve health & wellbeing** in Perth and Kinross by increasing overall participation in sport & physical activity by 1%.
- We will utilise increased investment by sportscotland to deliver an additional four **Community Sports Hubs**.
- We will further invest in **Active Schools**, along with maintained investment by sportscotland to deliver an additional increase in distinct participants from 44% to 45% for the academic year 2016/17.
- We will support initiatives delivered by Live Active Leisure focused on tackling **health inequalities**.

## Key Performance Indicators

These indicators are being reported here for the last time, as responsibility for ongoing reporting is now being taken forward by Culture Perth and Kinross and Live Active Leisure.

Indicator (Source)	Performance			Targets			
	14/15	15/16	16/17	16/17	17/18	18/19	22/23
<b>Number of attendances at sport and active recreation activities (000's) (Community Plan)</b>	1,389	1,399	<b>1,463</b>	<b>1,413</b>	+1%	+1%	+1%
The overall trend in attendances is showing growth following the integration of sport and recreation services previously delivered by PKC with services delivered by Live Active Leisure. Overall venue performance has improved from 1,148,483 to 1,168,272 and programmes including gymnastics and adventurous activities have benefited under the new arrangements. Active Schools continue to perform well.							
<b>Number of attendances per 1000 population for all pools</b>	3,161	3,389	<b>3,462</b>	<b>3,423</b>	+1%	+1%	+1%
Group and one-to-one children's swimming lessons have performed strongly this year due to improvements in programming to increase capacity and address waiting lists. This has offset some challenges in participation in casual swimming which has dropped in some areas and improvements to tackle this include the delivery of daybreak dip and social swimming sessions as well as adult swimming lessons.							
<b>Indoor facilities - Number of attendances per 1000 population</b>	4,790	4,327	<b>4,330</b>	<b>4,370</b>	+1%	+1%	+1%
A strong group fitness programme, increases in club use and the integration of the PKC / LAL gymnastics programmes have all contributed to a slightly improved performance on 15/16. Programmes are monitored on a regular basis and community demand at peak time (weekday evenings) remains high however some opportunities for growth have been identified during the school day and at weekends.							
<b>Number of distinct participants attending Active Schools programmes</b>	7,156	<b>7,772</b>	-	<b>7,228 (15/16)</b>	TBC	TBC	TBC
This is an annual figure for the academic year. 7,772 in 2015/16 represents 44% of the total school roll. Information for 16/17 is expected to be available in Aug 2017, however year-to-date figures indicate a positive position driven by additional work to target participation by teenage girls and by mapping data with demographic profiles to identify and target pupils who are not engaging in extracurricular activities.							

## Information not available

- % of adults satisfied with leisure facilities (LGBF)
- Gross cost per attendance at sports facilities (LGBF)  
*Available Jan 2018*

# CREATING A SAFE AND SUSTAINABLE PLACE FOR FUTURE GENERATIONS

**SERVICE NET CONTRIBUTION: £300,000**

Creating safe and sustainable places to live is not just about the physical environment. Places are shaped by the people and communities who live in them, both those who have been rooted in their communities for many generations and those who have come to Perth and Kinross more recently to live work, study or visit. The assets which make places vibrant, sustainable and resilient include the talents and skills of people themselves; wider community networks; partnerships and projects; and other sources of pride such as village halls, arts centres, community sports clubs and faith centres. Our Community Learning and Development teams promote community wellbeing and community spirit, and work with local groups across Perth and Kinross to support and unlock these assets to meet the needs and realise the aspirations of communities as a whole.

## Attractive welcoming environment

### Performance Summary 2016/17

Alongside major capital projects including City Hall, Perth Theatre and Perth Leisure Pool, work is underway to plan the replacement of Blairgowrie Recreation Centre, in dialogue with local sports clubs and wider communities.

The ECS Capital Programme delivers new and refurbished buildings to improve the environments for learning and teaching. Replacement primary school projects at Alyth, Kinross and Tulloch are on-site. The design phase of the new secondary school at Bertha Park is well underway with the school due to be occupied by August 2019.

### Focus for 2017/18

- We will work within new **partnership arrangements**, with a greater locality focus via Local Community Planning.
- We will provide and develop **quality sport and culture facilities** which serve the needs of local communities and contribute to the 4 strategic outcomes set by the council for culture and sport.

## Resilient, responsible & safe communities

### Performance Summary 2016/17

5 Local Community Action Partnerships were formed in September 2016 with membership consisting of local elected members, community representatives and senior managers from the Community Planning Partnership. The Partnerships have been working to identify local inequality issues and recently distributed a total of £103,480 to 96 community groups via local Participatory Budgeting events. The Partnerships are currently developing local action plans to address key inequality issues and community priorities.

As part of our response to the Community Empowerment (Scotland) Act 2015 the Council has adopted an asset transfer policy and is developing its policy response to Participation Requests.

## Focus for 2017/18

- We will prepare the Council and its partners to meet the requirements of the **Community Empowerment (Scotland) Act**, including the development of Local Community Planning Partnerships based around five localities.
- We will develop the **Local Outcome Improvement Plan (LOIP)** with input from Community Planning Partners and public consultation.
- Develop a unified approach to locality-based planning and work to support further **Health and Social Care integration** under the Integrated Joint Board.

## Key Performance Indicators

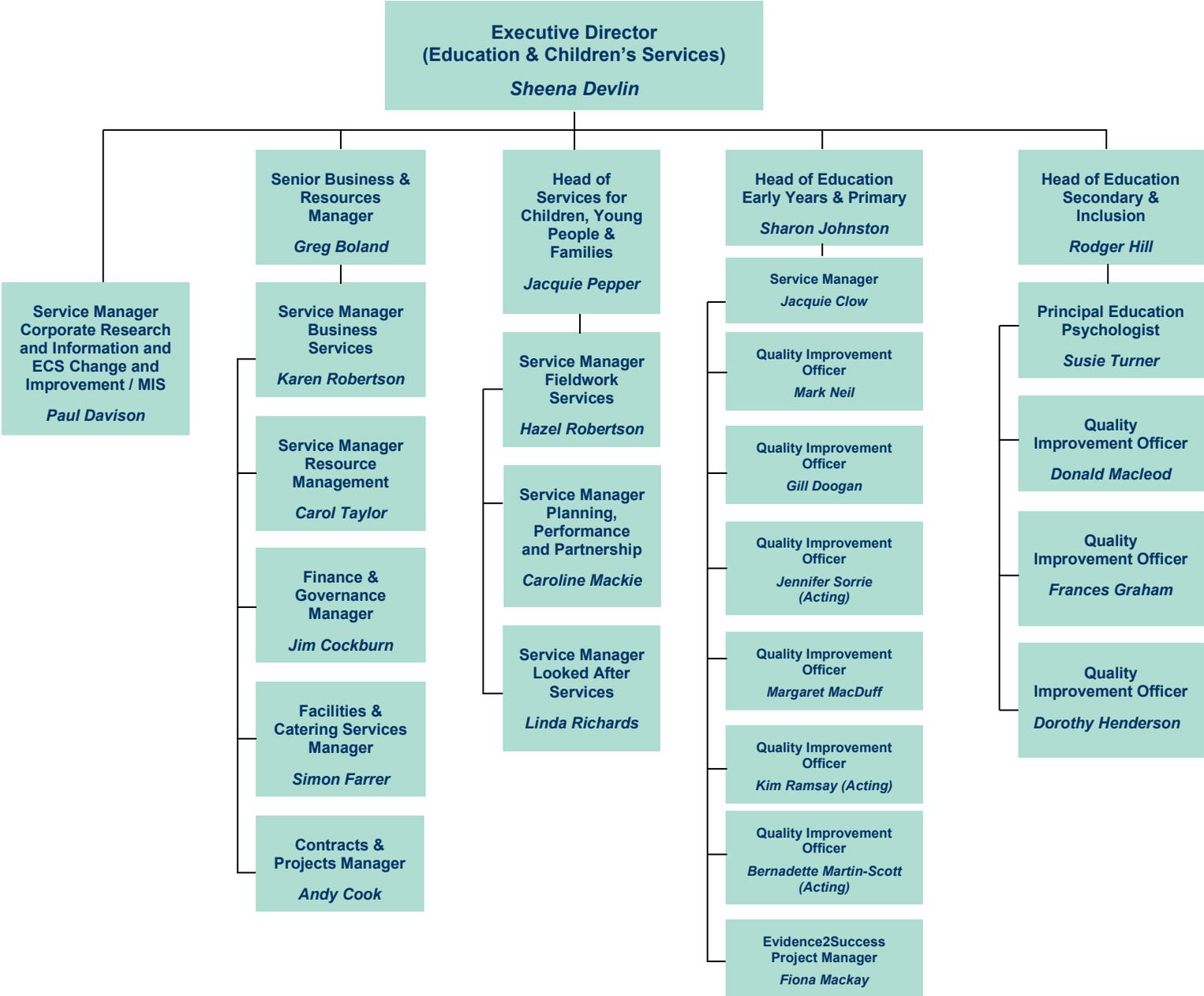
These indicators are being reported here for the last time, as responsibility for ongoing reporting is now being taken forward by other council services.

Indicator (Source)	Performance			Targets			
	14/15	15/16	16/17	16/17	17/18	18/19	22/23
<b>% community groups who feel that positive progress has been made against key outcomes for capacity building</b>	88%	73%	<b>100%</b>	<b>91%</b>	92%	93%	95%
<p>In our Annual Evaluation, all 50 groups and organisations who responded that they had received support in the current year all reported that they had made positive progress against key capacity building outcomes which was above our target and an increase of 27% on the previous year.</p> <p>The key aspects of this progress were supporting community members/groups to have more influence on the issues that are important to them with almost 75% delivering on this, and 64% reporting that local people are now more involved in community development.</p>							
<b>Number of community organisations receiving support from the Community Capacity Team</b>	146	177	<b>195</b>	<b>195</b>	+10%	+10%	+10%
<p>The team continue to work with and support groups and organisations to deliver on community outcomes and to tackle the inequalities in their areas. The groups who received funding through Participatory Budgeting will continue to receive support to assist in the delivery and evaluation of projects whilst the unsuccessful applicants will also receive support to access potential funding from other sources if required. Further asset transfers are currently being investigated by a number of communities and the Community Capacity Building team will offer support and advice where required in this process.</p>							

## Information not available

- Residents surveyed who are satisfied with the areas they live in (Corporate Plan)  
*The next survey is planned for late summer 2017.*

# Education & Children's Services



## ORGANISED TO DELIVER

This section of our Business Management and Improvement Plan outlines how the Service is structured and how it will deliver on the objectives and local outcomes identified.

### GOVERNANCE AND MANAGEMENT STRUCTURE OF THE SERVICE

Education and Children's Services is organised across five divisions:

#### **Services for Children, Young People and Families** *Head of Service: Jacquie Pepper*

We provide a wide range of social work, care services and youth services for children, young people and families. We play a key role in the support and protection of children, young people and families at risk. It is everyone's job to make sure that children are safe, protected and to promote their wellbeing and our staff take on the role of Lead Professional to coordinate plans for children who are in need of protection or who are looked after. We provide intensive family support for parents and carers of very young children and children with a disability. We provide foster care and residential care and support kinship care for children who need to be cared for away from home for a period of time and find permanent substitute care for children who are unable to return home. We provide accessible youth work services for all young people to enhance their successful transition into adulthood and to provide a valuable contribution to our local communities. We also provide housing support services for young people aged 16-24 years and host the inter-agency team for Child Protection, which support the work of the Child Protection Committee.

#### **Education – Early Years and Primary** *Head of Service: Sharon Johnston*

We provide and support early learning and childcare and primary education. Raising attainment and achievement is a key priority for the service, in line with the National Improvement Framework. Key areas of work include the provision of early learning and childcare and primary education, curriculum development, quality assurance of schools through the school improvement framework and support for parental involvement in schools.

#### **Education – Secondary and Inclusion** *Head of Service: Rodger Hill*

We provide and support secondary education and inclusion services to support children/young people with Additional Support Needs. Raising achievement for all in line with the National Improvement Framework and Developing Scotland's Young Workforce is a key priority. We do well, but we want to do better. Key areas of work include the provision of secondary education, services to children with complex and multiple needs both in mainstream and special education, psychological services to support young people, the quality assurance of schools through the school improvement framework and support for employee review and development and training.

#### **Business and Resource Services** *Senior Business and Resources Manager: Greg Boland*

Business and Resource Services provide a customer-focused range of services directly to external and internal customers to enable the delivery of the Council and Service priorities as reflected within the Corporate and Business Management and Improvement Plans. We operate in three main areas:

*Business Services* provides comprehensive support to pupils, parents, families and covers administrative and clerical support. The team is also responsible for the provision of all communications within the Service.

*Resource Services* manage the strategic planning of the Service's property estate to provide buildings which are fit for the provision of modern public services. The Contracts and Facilities teams provide a wide range of support services to all establishments and stakeholders. Project Management of new and refurbished schools is undertaken by the team jointly with Property Services.

*Financial Services* provides a comprehensive range of financial services and manages the financial affairs of the Service.

**Change and Improvement** *Corporate Research and Information Manager: Paul Davison*

We provide the data and analysis skills, knowledge and capacity to drive forward and measure performance improvement, monitor risk, and take forward key priority change and transformation projects across the whole Service. Our key currency is data. We develop and promote an evidence base to identify and tackle inequality, and help upskill our Leaders to effectively interrogate it. We also ensure that support is provided for any redesign of key ECS services within the appropriate timescales. We also have a corporate responsibility for research and information.

## **CUSTOMER FOCUS AND COMMUNITY ENGAGEMENT**

Education and Children's Services engages stakeholders in a range of evaluative activities and there is good stakeholder involvement to inform service development and improvement.

At the end of 2016, a large scale consultation was undertaken with parents and carers on the subject of Early Learning and Childcare. The results will be used to inform the Early Years Strategy and planning for expansion of provision towards 1140 hours per year.

As part of community consultation for Capital Projects, key stakeholders representing PKC Services, Heads of Establishments and local community groups are invited to form a User Reference Group to ensure information gathering and communication is maintained throughout the life of the project.

As part of the ongoing process of reviewing the School Estate, we engage in a number of statutory consultations, in line with the requirements of the Schools (Consultation) (Scotland) Act 2010. These are undertaken where new schools are built, catchment areas are amended or proposals to close schools are being considered. This process includes a number of informal pre-consultation community gathering events, statutory public meetings and publication of a consultation report. Statutory consultations have recently been undertaken in respect of the proposals to close Straloch Primary School and Struan Primary School.

We actively engage with the parents of children in schools in many ways and we aim to draw together an overview of these activities happening in all our establishments. Parents are involved in Extended Learning and Achievement Visits (ELAV), and parent's views are sought before, during and after all Additional Support Needs (ASN) meetings to determine satisfaction in process and procedures. Feedback from school Extended Learning and Achievement Visits reflect many positive messages, with children commenting that they are proud of their school, that they feel safe, and that they enjoy the range of activities that they are involved in. Parents comment positively on communication and the responsiveness of school staff.

This year over 4,800 primary and secondary pupils took part in the annual How Good is Our School at Helping Me to Stay Safe Survey in 2016. This is the largest number ever to take part and shows a significant increase over the number taking part in 2015 (1,740). The results clearly demonstrate that children and young people have a good awareness and understanding about keeping themselves safe; a good knowledge of where and when to seek help and a confidence that they would get the help when they needed it.

There is a strong commitment to involving individual children, young people, carers and families in decisions about their lives. Staff in Services for Children, Young People and Families strive to develop positive and trusting relationships with all of the children, young people and families with whom they work, ensuring that their views are understood and taken into account when important decisions are made. Looked after children and young people benefit from independent support and advocacy through the Children and Young People's Rights Officer and Who Cares? Scotland. Over the next year, and after consultation with young people, we plan to implement a mobile app to enable children and young people who are looked after or whose names are included on the Child Protection Register to communicate their views and wishes at any time. This will also allow for aggregated data about their views to be collated and to influence our services. We will also work with partners to agree and implement a Participation and Engagement Strategy for children, young people and families.

The recruitment process for Headteacher and Depute Headteacher posts has been reviewed and provides the opportunity for Elected Members, parents and previous candidates to comment on the different models that were being tested and provide feedback to shape the recruitment process. The involvement and contributions of Elected members and Parent Council Representatives was identified as strengthening the recruitment process.

Formal complaints are treated confidentially, thoroughly investigated and responded to as quickly as possible. Recommendations identified are dealt with by the officer responsible for that area and reported to the ECS Senior Management Team, and feedback is sought from customers engaging with the complaints process, helping us to learn from a complaint, reduce the possibility of a similar complaint arising and leading to improved customer satisfaction with our services.

## **PREPARING OUR PEOPLE FOR THE FUTURE**

The ethos of Learn Innovate Grow is embedded within our processes, and the ongoing use of Development Discussions encourages and supports employees to evaluate their strengths and areas for improvement and ultimately achieve their potential.

Recruitment of teachers in certain parts of our area, or certain subjects, continues to be challenging. Delivered in partnership with the University of Dundee and funded by Scottish Government, the Learn To Teach programme is aimed at increasing the supply of teachers, whilst supporting positive career moves for employees. It has recently commenced with its second cohort of trainees. Following successful completion of the programme, individuals will be assigned a probationary teaching position within the Perth and Kinross area. Thereafter, on successful completion of their probationary placement, probationers will teach in any school within the Perth and Kinross area. We are also focussing on those who have been away from the profession for a time, encouraging and supporting qualified teachers to return to teaching is seen as an effective recruitment measure for local teacher resources.

Delivered through Perth College UHI, the Postgraduate Diploma in Education (PGDE) course starting in August 2017 aims to prepare candidates for teaching, and is accredited by the General Teaching Council for Scotland.

The service offers a number of development programmes, including

- The Scottish College for Educational Leadership (SCEL) Into Headship programme; which aims to ensure aspiring Headteachers are supported to develop and build the necessary knowledge, skills and understanding required of senior leaders.
- The Future Leaders and Managers Programme aimed at individuals who aspire to the role of middle manager, or are newly appointed in post, by supporting them to acquire the knowledge and skills to manage people and structures effectively.
- The Strategic Leadership Development Programme for senior executive staff, Directors and Heads of Service.
- An induction programme for new Primary Support Assistants and Teachers.
- Social work services sponsor two members of staff each year to achieve the professional Degree in Social Work.

## **PARTNERSHIP WORKING**

We have a strong focus on developing, managing and improving partnerships, based on a strong history of working in partnership with other local authorities, NHS Tayside, Tayside Contracts, the Voluntary Sector; Police Scotland and Perth College UHI. This is also evidenced by our successful multi-agency work within early years, child protection and the transition project for children and young people with complex disabilities, and in particular the Children, Young People and Families Partnership.

ECS will continue to be closely involved in Local Action Partnerships, building on recent successful locality events focused on children and young people, working more closely with communities to understand and meet their priorities and tackle stubborn inequalities.

In December 2016, the Council approved development of strategic collaboration, enhanced partnership working and streamlined delivery of services between Angus, Dundee and Perth & Kinross councils in the area of Education and Children's Services, including NHS Tayside.

Subsequently, a Tayside Plan for Children, Young People and Families has been developed by Perth and Kinross, Dundee and Angus Councils, NHS Tayside, Police Scotland, Health and Social Care Partnerships, the Third Sector and other organisations to ensure a consistent approach towards agreed priorities and an absolute focus on improving outcomes for all children, young people and families, regardless of their circumstances.

A Pan-Tayside Quality Improvement Initiative was developed in partnership with Angus, Dundee and Fife Councils. We took as our focus *Promoting a High Quality Learning Experience*. With the support of HM Inspectors from Education Scotland, a team of Quality Improvement Officers, Headteachers and other senior staff met to discuss what high quality learning and engagement looks like across Scotland. This provided a basis on which to evaluate the quality of learning and engagement in schools across the four authorities. The learning from this initiative will inform quality improvement across the four local authorities and provide a basis for further partnership working.

We recognise the value of informal partnerships, particularly with families, carers and communities, who bring a richness of perspective and experience, and are a central part of the overall process of delivering services with Education and Children's Services.

## **FINANCIAL/RESOURCE MANGEMENT**

Education and Children's Services revenue budget for 2017/18 has increased by £1.088 million to £157.553 million. The Capital Composite Budget (£96.169 million) is for the delivery of new and improved schools and community assets.

With a rising population and changing needs, the demand for services is increasing. Further, welfare reform, the increasing costs of care for children and young people including those with complex additional support needs and emotional and behavioural difficulties, and the implementation of the Children and Young People's (Scotland) Act 2014 are anticipated to further increase demand for services.

To deliver on these emerging pressures, Education and Children's Services will deliver £2.119 million savings in 2017/18, target resources at facilitating service redesign, and support the further integration of services and the sharing of resources across the public sector. The transformation approach sets out a path which will allow the organisation to achieve the required modernisation and efficiencies to meet the financial challenge and future service demand.

The service is undertaking an ambitious programme of transformation projects. In addition to our involvement in a number of corporate transformation projects covering all Council services, Education and Children's Services have a number of key projects which will proceed in 2017/18, which include:

- **Securing the Future of the School Estate**  
Reviewing the school estate to make the most effective and efficient use of buildings, and staff across the estate.
- **Review of Inclusion Services**  
To provide a more efficient and effective delivery model, to realise efficiencies while retaining a focus on service provision and statutory duties.
- **Review and remodelling of Residential Care Services (Children and Young People)**

To avoid escalating costs of residential care for children and to better meet increasing and changing demands of children and young people who need to be looked after in residential care provision.

- **Expansion of Family Based Care**

To meet the increasing demand for foster carers and supported lodgings providers for looked after children and young people and care leavers.

- **Review of Catering Services**

To examine optimum production, menu and service arrangements and look at options for area based kitchens and partnership working with other organisations to ensure the most efficient and effective service.

- **Strategic Commissioning**

To ensure that Education and Children's Services payments to third parties are more efficiently targeted to meet strategic objectives; and to explore new ways to commission services to meet assessed and evidenced need.

## **PERFORMANCE, SELF EVALUATION AND RISK MANAGEMENT**

The service recognises the need to develop outcome-based approaches to planning for improvement. Performance and risk reports are scrutinised regularly by the Senior Management Team and divisional management teams. The service uses benchmarking extensively, and participates in a number of benchmarking activities to inform continuous improvement, from virtual comparators for school attainment, to similar authority comparisons for Early Learning and Childcare, School and Children's Services inspections.

In addition, the Service is committed to public performance reporting, which includes the publication of several reports including the annual Standards and Quality report, six monthly and annual performance reports, the report on attainment in Perth and Kinross Council schools, the Child Protection Committee Standards and Quality Report and the Chief Social Work Officer's Report. 2017 will see the first formal reporting to Scottish Government in line with the National Improvement Framework for Education and the start of new reporting arrangements against the new Tayside Plan for Children, Young People and Families.

We are working towards a systematic and collaborative approach to performance improvement, to embed the use of performance and outcome information at all levels to evidence impact, inform effective improvement and make better use of available data as well as wider research and evidence to drive our plans, practices and spend. We continue to develop our approaches to ensure that evaluations make the best use of the information and research available and are used to inform and develop service delivery.

Self-evaluation is a particular focus and strength in Education and Children's Services, and continues to inform improvement and planning using a range of 'How Good is...' tools and "How well are we improving the lives of children and young people?". We have a well-established school improvement process, delivered through our School Improvement Framework. All schools evaluate the quality of their provision against the quality indicators in How Good Is Our School? All registered care services complete an annual self-assessment and self-evaluation linked to the National Care Standards and associated regulations.

The service, along with partners, contributes to a planned programme of self-evaluation led by the Child Protection Committee to jointly evaluate how well children and young people are protected and their needs met. This is reported annually and influences the Child Protection Committee and service improvement plans.

## Service Risk Summary

Strategic Objective	Service Risk	Residual Risk	
		Impact	Probability
Developing educated, responsible and informed citizens	There is a risk that we fail to deliver on the National Improvement Framework	3 Moderate	1 Rare
Giving every child the best start in life	There is a risk that we do not identify and meet the additional support needs of children and young people	3 Moderate	2 Unlikely
Giving every child the best start in life	There is a risk that we fail to protect vulnerable children and families (Corporate Risk)	4 Major	2 Unlikely
All objectives	Failure to effectively respond to business failure	3 Moderate	2 Unlikely
All objectives	Failure to deliver the ECS capital programme	3 Moderate	2 Unlikely
Creating a safe and sustainable place for future generations	There is a risk that we do not effectively engage with our communities	2 Minor	1 Rare
All objectives	There is risk that we do not ensure the health, safety and wellbeing of Council employees and those who are affected by the Council's work	4 Major	2 Unlikely

## HEALTH AND SAFETY

The Corporate and Service Health and Safety Consultative arrangements ensure regular consultation between Service Management representatives and employees, providing a forum for the discussion of Service Health & Safety matters.

Education & Children's Services follows the corporate government arrangements for Health, Safety & Wellbeing, and staff across the Service are familiar with the Corporate Occupational Health & Safety Policy. ECS consults with all staff through the ECS Health & Safety Consultative Committee.

Membership of this Committee includes senior managers from every Division within ECS, as well as safety representatives from all the Unions. Through this Committee, strategic and operational issues are discussed and quarterly reports on Health & Safety training and incident reports reconsidered. The management representatives report on issues that are raised at this committee through their own management teams.

Health & Safety performance indicators are reported quarterly to the Senior Management Team. These indicators include the numbers of ECS staff trained as risk assessors, the numbers of incidents reported and the number of staff accessing general Health & Safety and First Aid training.

The Executive Director and the Senior Business and Resources Manager have regular meetings with the Corporate Health, Safety & Wellbeing Team to discuss emerging and continuing Health & Safety issues.

The key health and safety priorities for the service are:

- Complete Health and Safety Risk Profiling in each school/service area.
- Ensure compliance with Council Occupational Health and Safety Policy and topic specific health and safety management arrangements for all identified risk.
- Ensure corporate health and safety input and oversight of our violence and aggression recording in schools.

## SERVICE IMPROVEMENT PLAN – 2016/17 UPDATE

This section reports on actions set out for 2016/17 in last year's Improvement Plan.

Focus and Major Change	Key Action (Lead Responsibility)	Progress Update	Delivery Timescale
Plan for the any necessary expansion of Early Learning and Childcare provision. (Head of Education – Early Years and Primary)	Extend the flexibility and choice for parents around 600 hours Early Learning and Childcare (ELC) through introduction of full day places within local authority nursery provision. (Service Manager – Early Years and Primary)	<b>Complete.</b> Since the start of session 2016/17 almost all local authority nursery classes now offer the choice of 5x half days (am or pm or a mix) or one full day and 3x half days or 2 full days and a half day.	Aug 2016
	Plan and conduct biennial consultation with parents/carers to ascertain views on current flexibility of delivery of 600 hours ELC and seek views in respect of moving to 1140 hours of funded ELC from 2020. (Service Manager – Early Years and Primary) (Service Manager – Research and Performance)	<b>Complete.</b> Survey responses have been collated to compile a survey report. The refresh of the Early Years Strategy (Phase 3) has a 1140 hours workstream leading the transformation from 600 hours to 1,140 hours, with representation from across ECS and partner agencies. A Blueprint 1,140 document will be submitted to the Scottish Government by September.	Jan 2017
	Review the capacity of schools and provider centres to deliver 1140 hours to identify the potential scope to increase capacity in schools and partner provider centres. (Service Manager – Early Years and Primary) (Service Manager – Resource Management)	<b>Complete.</b> The exercise to assess the feasibility of proposals for schools was completed and costed by December 2016. A revised pro forma was provided to the Scottish Futures Trust at this time. Scenarios based on the ELC strategy and funding availability are being developed. Almost all Partner Provider centres have indicated their capacity to deliver 1,140 hours for 3-5 year olds and potentially 2 year olds.	Mar 2017

Focus and Major Change	Key Action (Lead Responsibility)	Progress Update	Delivery Timescale
<p>Utilise information on the developmental milestones of children before they start Primary 1 (Head of Education – Early Years and Primary)</p>	<p>Collect data from schools and partner provider centres indicating numbers of children who have not met any developmental milestone(s). (Service Manager – Early Years and Primary) (Service Manager – Research and Performance)</p>	<p><b>Complete.</b> Data has been collected successfully across all schools and partner provider centres.</p>	<p>Jun 2016</p>
	<p>Scrutinise data and present to indicate themes / trends in areas across Perth &amp; Kinross. (Service Manager – Early Years and Primary) (Service Manager – Research and Performance)</p>	<p><b>Complete.</b> Full analysis has been completed and shared widely with relevant partners, including schools and partner providers. High level figures have been used to inform progress against revised national Children and Young People Collaborative stretch aims. Planning has commenced for repeat collection in May 2017.</p>	<p>Dec 2016</p>
	<p>Use data analysis when allocating resources within school/centres/localities to target support and interventions for children. (Service Manager – Early Years and Primary) (Service Manager – Research and Performance)</p>	<p><b>Complete.</b> The 3-8 workstream of the refresh of the PKC Early Years Strategy (Phase 3) will consider the key themes/trends when planning support and interventions as part of their overall Action Plan.</p>	<p>Aug 2017</p>

Focus and Major Change	Key Action (Lead Responsibility)	Progress Update	Delivery Timescale
<p>Continue to embed GIRFEC; improving the sharing of information, and continuous improvement in assessment and planning.</p> <p>(Head of Services for Children, Young People and Families)</p>	<p>Further develop the Multi-Agency Screening Group (MASG) to ensure the prompt sharing of concerns about children's wellbeing with Named Persons and to assist in the provision of early help and support to children, young people and families.</p> <p>(Head of Services for Children, Young People and Families)</p>	<p><b>Complete.</b></p> <p>Plans in place to redesign the MASG in line with new duties contained within Parts 4 and 5 of the Children and Young People (Scotland) Act 2014; were delayed as a result of the UK Supreme Court Judgement in July 2016. The MASG was further reviewed following the Judgement by core partners in health, police, social work and education to ensure that the arrangements comply with legal requirements for data-sharing and to ensure that it supports a proportionate response to children and young people whose welfare may be at risk. A Code of Practice to guide proportionate and lawful sharing of information was published in March 2017 and will be incorporated into staff development and disseminated widely.</p>	<p>Apr 2017</p>
	<p>Continue to support staff in assessing needs and planning to meet the needs of individual children and young people.</p> <p>(Head of Education – Early Years and Primary)</p> <p>(Head of Services for Children, Young People and Families)</p>	<p><b>Complete.</b></p> <p>Working in partnership with Angus and Dundee City Councils, NHS Tayside and colleagues from the independent school sector, we have developed a shared format for a single Child's Plan as well as multi-agency guidance to support their effective creation. This format was implemented in April 2016 and is being used to coordinate plans for all children and young people who need one, including children and young people who are looked after or are in need of protection. The plan format includes the development of chronologies of significant events and supports the use of the National Practice Model and Resilience Matrix.</p>	<p>Apr 2017</p>

Focus and Major Change	Key Action (Lead Responsibility)	Progress Update	Delivery Timescale
<p>Continue to improve timescales in Permanence Planning for looked after children.</p> <p>(Head of Services for Children, Young People and Families)</p>	<p>Continue to use the Looked After Children Review process to identify children in need of permanent substitute care. Embed robust tracking and monitoring of all looked after children. Further improve the arrangement for the decision-making for children in kinship care.</p> <p>(Service Manager – Looked After Services)</p>	<p><b>Complete.</b></p> <p>Performance continues to be high with 96% of children approved for permanence within one year of becoming looked after and accommodated. The process is highlighting that the delay for children is now within the court processes. This issue is being addressed nationally.</p>	<p>Mar 2017</p>
<p>Establish a sustainable funding model for continued delivery of the evidence-based programmes of Evidence2Success</p> <p>(Executive Director of Education and Children's Services)</p>	<p>Use data on impact of evidence-based programmes to realign resources, mainstream responsibilities and deliver effective strategic commissioning based on agreed priorities.</p> <p>(Service Manager – Evidence2Success)</p>	<p><b>Complete.</b></p> <p>Information on the longer-term impact of the Incredible Years Parenting Programme (IY) was gathered and analysed through a research project completed in August 2016. This concluded that children who have a parent who completed IY continue to have improved behaviour. The IY group leader role has been established in the mainstream responsibilities of several PKC and NHS Tayside staff members. To augment this, work is ongoing to identify opportunities to fully fund the continued provision of IY groups. Delivery of the Strengthening Families Programme (SFP) has also been established as a mainstream responsibility of Community Link Workers (CLW). Work is ongoing to extend the network of trained group leaders who will support the CLWs to continue to deliver the SFP in local areas.</p>	<p>Mar 2017</p>
<p>Implement actions identified in the Perth and Kinross Parenting Strategy 2015-2019</p> <p>(Head of Services for Children, Young People and Families) (Head of Education – Early Years and Primary)</p>	<p>Further develop the work of the Gowans Early Years Team to provide targeted support for families (pre-birth to 2 years).</p> <p>(Service Manager – Looked After Services)</p>	<p><b>In progress.</b></p> <p>Work continues to focus on supporting parents on an individual basis and building confidence which will enable them to access universal services. The team have now been re-located to the building at Strathmoor following the closure of Gowans child and family centre. The team are working closely with their partners in health, education and social work to work with families and supporting a larger number of vulnerable families.</p>	<p>Oct 2017</p>

Focus and Major Change	Key Action (Lead Responsibility)	Progress Update	Delivery Timescale
	Further develop support and interventions in the community and services that enable parents, carers and families to have the confidence and capacity to support their children to have good life chances and wellbeing. (Service Manager – Evidence2Success)	<b>Complete.</b> Support to enable parents to gain parenting skills and build their confidence continues to be improved. This includes the development of a dedicated Facebook page to improve parents' access to information, further spread of Infant Massage groups and the use of Treasure Pouches to improve attachment and early communication skills of babies through to increased numbers of families with older children engaging in Strengthening Families Programme groups.	Mar 2017
Further develop the impact of the Improving Emotional Wellbeing Collaborative. (Heads of Education)	Establish a learning and improvement multi-agency community that will work collaboratively with children, young people, parents and carers to improve the emotional wellbeing of 11-15 year olds living in Perth and Kinross. (Service Manager – Evidence2Success)	<b>In progress.</b> Three Emotional Wellbeing Collaborative Learning Sessions have been held. These sessions have brought together staff to explore the issues affecting the wellbeing of young people and effective interventions that can improve their outcomes. As a result several improvement projects have been established.	Mar 2018
Secure continuous improvement in the assessment, approval, and review of Kinship Carers (Head of Services for Children, Young People and Families)	Appoint an independent chairperson for the Kinship Care Panel. (Head of Services for Children, Young People and Families)	<b>Complete.</b> An Independent Chairperson for the Kinship Care Panel was appointed in February for a period of 12 months. In addition the membership of the panel has been widened to include education and lay representation. The impact of this role was evaluated and will be continued for a further year until March 2018.	Jan 2017
	Take forward the improvement actions from the internal audit report on Kinship Care and secure improvement in the practices of assessment and review of kinship carers. (Service Manager – Looked After Children)	<b>Complete.</b> The improvement actions identified within the internal audit are now all completed. There is a robust assessment in place and a clear process for approval through the kinship care panel.	Jan 2017

Focus and Major Change	Key Action (Lead Responsibility)	Progress Update	Delivery Timescale
<p>Implement the Named Person Service for all as appropriate, including school leavers (Head of Services for Children Young People and Families)</p>	<p>Implement the Named Person Service for School Leavers through youth services @ScottStreet (Manager Integrated Youth Services)</p>	<p><b>Delayed.</b> The duty to provide a Named Person Service for school leavers was not commenced in August 2016. The requirement to provide this service will be kept under review however, services for young people delivered at @ScottStreet provides one stop shop advice and guidance to any young person on a wide range of matters should they make contact.</p>	<p>Jun 2016</p>
	<p>Support and challenge schools to address ECS and national expectations, expecting systematic intervention to break the cycle of disadvantage and to close the attainment gap between the most and least disadvantaged learners. (Quality Improvement Officer)</p>	<p><b>Complete.</b> All Headteachers have been briefed regarding the expectations and implications for ECS and schools outlined in the Scottish Government's Delivering Excellence and Equity – A Delivery Plan for Scotland published in June 2016. All Headteachers have also received information on the key themes arising from CfE and SQA attainment for session 2015 -2016, including the identification of areas for improvement at authority and school levels.</p>	<p>May 2016</p>
<p>Implement the Strategic Plan - Raising Attainment for All 2016-2019 (Heads of Education)</p>	<p>Support and challenge schools to secure improvement in educational outcomes for all children and young people in a way which achieves the priorities in the National Improvement Framework. (Quality Improvement Officer)</p>	<p><b>In progress.</b> Closing the Gap work continues, with sharing of practice and impact at Headteacher Development Day in March. Schools now considering effective interventions in planning for use of pupil equity funding.</p>	<p>Jun 2017</p>
	<p>Regularly review the Strategic Plan to evaluate the impact of planned actions to reduce inequality of outcome and educational benefits for children and young people in pursuance of the National Improvement Framework. (Quality Improvement Officer)</p>	<p><b>In progress.</b> QIOs and Education Scotland's Attainment Advisor have worked closely with Closing the Gap schools to review progress and plan next steps. The Raising Attainment Implementation Plan will be refreshed for 2017-2018. Updated School Improvement Framework implemented for all schools to provide greater synergy with the Pupil Equity Fund programme.</p>	<p>Jun 2017</p>

Focus and Major Change	Key Action (Lead Responsibility)	Progress Update	Delivery Timescale
<p>Plan to meet the new statutory duties of the Education (Scotland) Act 2016. (Executive Director of Education and Children's Services)</p>	<p>Agree and monitor an implementation plan to ensure that all necessary new statutory duties are progressed by their due commencement dates. (Executive Director of Education and Children's Services)</p>	<p><b>In progress.</b> ECS SMT and officers from Legal &amp; Governance Services have met to consider the scale and scope of the relevant legislation and its associated new statutory duties which would impact on ECS. A plan of all such legislation was drafted by Legal Services. Necessary actions were discussed and agreed as to the necessary response to the legislative changes, e.g. a revised reporting process designed to comply with the National Improvement Framework is now established; and a working group are developing a series of recommendations relating to the new statutory duties associated with providing Gaelic Medium Education.</p>	<p>Aug 2016 – Aug 2020</p>
<p>Achieve 2020 readiness for the 1+2 approach to Language Learning (Heads of Education)</p>	<p>All primary schools to deliver a progressive programme of L2 P1-P2 as a minimum to ensure well planned delivery of A 1+2 Approach at school level. (Quality Improvement Officer)</p>	<p><b>In progress.</b> All schools are delivering French P2 minimum with almost all schools adopting a whole school approach, although they are in different stages with the development of this.</p>	<p>July 2017</p>
	<p>All primary schools to evaluate improvements in performance and implement robust tracking to evidence progression in learning. (Quality Improvement Officer)</p>	<p><b>In progress.</b> Perth Grammar LMG have developed and piloted PKC Indicators for Language Learning this session. The evaluation of this along with the introduction of the new national Benchmarks, will inform implementation next session.</p>	<p>July 2017</p>
	<p>All primary schools and those secondary schools delivering more than one Modern Language S1-S3 to ensure readiness. (Quality Improvement Officer)</p>	<p><b>In progress.</b> There has been a revision of the initial national timescale, which is now 2021 for full implementation rather than 2020. As a result of the PanTayside evaluation (February 2016), the PKC timeline is also in the process of being amended.</p>	<p>July 2017</p>

Focus and Major Change	Key Action (Lead Responsibility)	Progress Update	Delivery Timescale
	<p>Plan for L3 to be the language continued through to end of BGE in terms of resources and teacher CPD in preparation for implementation August 2017-18 for P5 delivery. (Quality Improvement Officer)</p>	<p><b>In progress.</b> As a result of the PanTayside evaluation (February 2016) and guidance from Education Scotland, the PanTayside timeline is being revised to reflect the need to embed L2 with more consistency and confidence prior to the introduction L3. However, within LMGs, primary and secondary discussions are taking place to plan their approach for both L2 and L3. The national requirement is that L3 is introduced by P5-P7 by 2021. Schools ready to implement earlier than this will be supported.</p>	<p>July 2017</p>
<p>Further develop and implement measures to support Developing Scotland's Young Workforce (Head of Education - Secondary and Inclusion)</p>	<p>Support and challenge schools in regard to the Enterprise &amp; Employability Standard for Wider Achievement (Strategic Lead for Developing Young Workforce)</p>	<p><b>Complete</b> The printed version of the Standard is now available and good practice will be highlighted and discussed at the Developing Young Workforce regional roadshow in June 2017.</p>	<p>Mar 2017</p>
	<p>Work with Skills Development Scotland to improve Careers Guidance within schools (Strategic Lead for Developing Young Workforce)</p>	<p><b>In progress.</b> SDS and DYW presented jointly at February DHT Development Days to emphasise the importance of the Career Education Standard and Career Management Skills. A session on how schools can best use Labour Market Information (LMI) is under development.</p>	<p>Jun 2017</p>
	<p>Undertake an audit of Early Years/Primary Schools to establish a baseline to measure progress of careers education (Strategic Lead for Developing Young Workforce)</p>	<p><b>Complete.</b> A baseline is now available for each primary school specifically for employer engagement. DYW employer engagement advisors will begin to support each LMG to increase employer engagement.</p>	<p>Mar 2017</p>

Focus and Major Change	Key Action (Lead Responsibility)	Progress Update	Delivery Timescale
<p>Meet the requirements for Continuing Care arising from the Children and Young People (Scotland) Act</p> <p>(Head of Services for Children, Young People and Families)</p>	<p>Implement procedures to ensure that young people are offered choice and are assisted to make informed choices in relation to Continuing Care. Ensure that there is a consistent understanding across all services of Continuing Care. (Service Manager – Looked After Children)</p>	<p><b>Complete.</b> Clear guidance and process are now in place for the assessment and approval of continuing care placements. Training sessions have involved staff, foster carers and children’s hearing. The FYI group has produced a draft leaflet which will inform all young people of their rights to seek a continuing care placement.</p>	<p>Aug 2016</p>
	<p>Monitor and report on take-up and the impact of Continuing Care. (Service Manager – Looked After Children)</p>	<p><b>In progress.</b> Continuing care is being promoted through our LAC review system and individually with workers. There are currently 4 young people in continuing care with 3 being in kinship and 1 within a foster placement.</p>	<p>Apr 2017</p>
<p>Review of Inclusion Services</p> <p>(Head of Education - Secondary and Inclusion)</p>	<p>Collect and review baseline and benchmarking information to inform decision making about the way forward. (Head of Education - Secondary and Inclusion)</p>	<p><b>Complete.</b> Internal Inclusion Service data has been gathered and is being analysed by the independent assessor.</p>	<p>Dec 2016</p>

## SERVICE IMPROVEMENT PLAN – 2017/18

This section set out focus areas and actions planned for 2017/18, including any carried over from last year.

Focus and Major Change	Key Action (Lead Responsibility)	Delivery Timescale
Work with key partners, including NHS Tayside and CELCIS to improve the levels of support pre-birth and the effectiveness of responses to unborn babies. (Head of Services for Children, Young People and Families)	Develop with partners an implementation plan for <i>getting it right in the pre-birth period and into the first year of life</i> intended to support enhanced support for parental readiness. (Service Manager – Fieldwork Services)	Dec 2017
	Continue with partners to improve multi-agency responses to vulnerable and at risk unborn babies. (Service Manager – Fieldwork Services)	Apr 2018
Through the commissioning strategy for children's services, commission highly quality, flexible family support services targeted at primary school aged children on the edge of care. (Head of Services for Children, Young People and Families)	Finalise and approve the ECS Commissioning Strategy. (Service Manager – Planning, Performance and Partnership)	Jul 2017
	Via the ECS Commissioned Services Board review all commissioned services through a phased approach and complete Phase 1. (Service Manager – Planning, Performance and Partnership)	Feb 2018
	Develop specification and commission intensive and flexible family support services to meet assessed need and in line with relevant standards and legislation. (Service Manager – Planning, Performance and Partnership)	Apr 2018
Embed the approaches of Early Intervention and Prevention developed through the work of Evidence2Success. (Head of Education – Early Years and Primary)	Maintain the Incredible Years Parenting programmes at 20 groups per year. (Service Manager – Evidence2Success)	Mar 2018
	Embed the delivery of the Strengthening Families Programme in localities and increase the number of families experiencing improved family outcomes as a result of completing the programme. (Service Manager – Evidence2Success)	Mar 2018
	Work with Community Planning Partners to develop a clear framework for the implementation of the Children and Young People's Improvement Collaborative approaches to share good practice and evidence improved outcomes. (Service Manager – Evidence2Success)	Apr 2018
Review the Early Years Strategy to accommodate legislative changes. (Head of Education – Early Years and Primary)	Monitor and track progress of draft implementation plan for delivery of 1,140 Hours of Early Learning and Childcare. (Service Manager – Early Years)	Jun 2017
	Complete Draft Implementation Plan for Delivery of 1,140 hours ELC and submit to Scottish Government. (Service Manager – Early Years)	Sept 2017
	Develop Project Plan with key actions and milestones for delivery of the full programme by 2020. (Service Manager – Early Years)	Oct 2017

Focus and Major Change	Key Action (Lead Responsibility)	Delivery Timescale
	Establish Project team and develop workplans for each area of development. (Service Manager – Early Years)	Apr 2017
	Identify Key Outcomes for 2017-2020. (Service Manager – Early Years)	Jun 2017
	Produce draft Early Years Strategy. (Service Manager – Early Years)	Oct 2017
	Final Strategy Document for consultation with stakeholders. (Service Manager – Early Years)	Dec 2017
	Early Years Strategy and Action Plan presented to Early Years and Early Intervention Programme Board. (Service Manager – Early Years)	Jan 2018
	Develop the Perth & Kinross Play Framework with 4 defined areas <ul style="list-style-type: none"> <li>• Play in the home</li> <li>• Play at nursery and school</li> <li>• Play in the community</li> <li>• Positive support for Play</li> </ul> (Service Manager – Early Years)	Mar 2018
Reaffirm our commitment to GIRFEC, particularly focusing on children at the edge of care. (Head of Services for Children, Young People and Families)	Develop guidance and training to embed the role of the Lead Professional. (Child Protection Inter-Agency Coordinator)	Apr 2018
	Review the implementation and impact of the Tayside format for a single Child’s Plan and identify areas for further development to enhance the quality of plans and planning for individual children. (Improvement Officer)	Dec 2017
	Ensure practitioners are supported in their day to day practices and to be confident in the sharing of information through training and development and use of the <i>Code of Practice; Information Sharing, Confidentiality and Consent</i> . (Head of Services for Children, Young People and Families)	Jul 2018
Continue to improve in Permanence Planning for looked after children, helping children to reach secure and nurturing positive destinations without unnecessary delay. (Head of Services for Children, Young People and Families)	Continue to use the Looked After Children Review process to identify children in need of permanent substitute care. (Service Manager – Looked After Services)	Apr 2018
	Embed robust tracking and monitoring of all looked after children. (Service Manager – Looked After Services)	Apr 2018
	Further improve the arrangement for the decision-making for children in kinship care. (Service Manager – Looked After Services)	Apr 2018

Focus and Major Change	Key Action (Lead Responsibility)	Delivery Timescale
Deliver the outcomes identified in the Tayside Plan for Children, Young People and Families 2017-2020 through close collaboration with partners. (Senior Management Team)	Build the collective capacity and resilience of our services. (Senior Management Team)	Mar 2020
	Strengthen our approach to sharing expertise and providing challenge. (Senior Management Team)	Mar 2020
	Reduce duplication of effort and ensure we make the best use of available resources. (Senior Management Team)	Mar 2020
Update the Parenting Strategy and action plan, and work with Angus and Dundee Councils to share learning and develop collaborative delivery models to enhance the support we provide to parents. (Head of Services for Children, Young People and Families)	Share thinking and approaches to implementation of 1140 hours ELC (Service Manager – Early Years)	Jun 2018
	Agree focus of support from SG Team (Service Manager – Early Years)	Jun 2018
	Revisit partner provider contracts and payment rates once quality standard is developed (including commissioning arrangements for childminders) (Service Manager – Early Years)	Jun 2018
Develop and implement a Health and Wellbeing Strategy (Head of Education – Early Years and Primary)	Implement Consultation with key partners and stakeholders. (Principal Educational Psychologist)	Sep 2017
	Identify Key Outcomes for 2017-2020. (Principal Educational Psychologist)	Oct 2017
	Develop draft Strategy for Early Years/Early Intervention Programme Board. (Principal Educational Psychologist)	Nov 2017
	Provide a range of physical activity options across nurseries and schools in partnership with other agencies to have a positive impact on children's health and wellbeing. (Quality Improvement Officer – Early Years and Primary)	Aug 2017
	Further develop the impact of the Improving Emotional Wellbeing Collaborative. (Service Manager – Evidence2Success)	Mar 2018
	Implement the Mental Health Innovation Project. (Service Manager – Evidence2Success)	Jun 2018
Review and improve our Parental Involvement Strategy (Head of Education – Early Years and Primary).	Update Parental Involvement Strategy and Guidance. (Quality Improvement Officer – Early Years and Primary)	Aug 2017
	Provide support and training to Parent Councils. (Quality Improvement Officer – Early Years and Primary)	Aug 2017
	Provide advice and support to schools on engagement. (Quality Improvement Officer – Early Years and Primary)	Aug 2017

Focus and Major Change	Key Action (Lead Responsibility)	Delivery Timescale
<p>Address gaps and improve outcomes for priority groups identified in the Perth and Kinross Parenting Strategy 2015-2019. (Head of Education – Early Years and Primary)</p>	<p>Further develop the work of the Gowans Early Years Team to provide targeted support for families (pre-birth to 2 years). (Service Manager – Looked After Services)</p>	<p>Oct 2017</p>
	<p>Establish Steering Group and develop workplans for each area of development. (Service Manager – Evidence2Success)</p>	<p>Apr 2017</p>
	<p>Identify updated Key Outcomes for 2017-2020. (Service Manager – Evidence2Success)</p>	<p>Jun 2017</p>
	<p>Produce draft Parenting Strategy and Action Plan. (Service Manager – Evidence2Success)</p>	<p>Oct 2017</p>
	<p>Final Strategy Document for consultation with stakeholders. (Service Manager – Evidence2Success)</p>	<p>Dec 2017</p>
	<p>Parenting Strategy and Action Plan presented to Early Years and Early Intervention Programme Board. (Service Manager – Evidence2Success)</p>	<p>Jan 2018</p>
<p>Implement the Corporate Parenting Strategy for 2017-2020 through a collaborative partnership of Corporate Parents. (Head of Services for Children, Young People and Families)</p>	<p>Finalise and approve the Corporate Parenting Strategy. (Service Manager – Planning, Performance and Partnership)</p>	<p>Jun 2018</p>
	<p>Work with partners in the Children, Young People and Families Partnership Corporate Parenting Sub Group to implement the strategy. (Service Manager – Planning, Performance and Partnership)</p>	<p>Jun 2018</p>
	<p>Develop measures and targets for ECS aimed at improving outcomes for care experienced young people. (Service Manager – Planning, Performance and Partnership)</p>	<p>Jun 2018</p>
<p>Report on the review findings and options appraisal for remodelling of residential care for children and young people. (Head of Services for Children, Young People and Families)</p>	<p>Report on review findings and options appraisal for remodelling of residential care for children and young people to Lifelong Learning Committee. (Service Manager – Fieldwork Services)</p>	<p>Aug 2017</p>
	<p>Develop a detailed transformation implementation plan. (Service Manager – Fieldwork Services)</p>	<p>Dec 2017</p>
<p>Consolidate improvements in performance in child protection case conferences, along with improved child and family involvement. (Head of Services for Children, Young People and Families)</p>	<p>Continue with improvement actions and introduce new systems for involving children, young people and families in service development. (Independent Chair - Child Protection Case Conferences)</p>	<p>Apr 2018</p>

Focus and Major Change	Key Action (Lead Responsibility)	Delivery Timescale
Implement the Raising Attainment Strategy 2016-2019 and its associated requirements. (Heads of Education)	Support and challenge schools to secure improvement in educational outcomes for all children and young people in a way which achieves the priorities in the National Improvement Framework. (Quality Improvement Officer)	Jun 2017
	Introduce standardised assessment throughout Broad General Education. (Heads of Education)	Oct 2018
	Update planning, assessment and reporting processes to take into account the National Improvement Framework. (Heads of Education)	Jun 2018
	Develop and implement Literacy and Numeracy Strategies. (Heads of Education)	Jan 2018
	Support the implementation of the Pupil Equity Fund. (Heads of Education)	Jul 2018
	Further develop practitioner enquiry into self-regulation. (Head of Education - Secondary and Inclusion)	Jun 2018
Work to meet the requirements of the Education (Scotland) Act 2016. (Executive Director of Education and Children's Services)	Develop and deliver new planning and reporting requirements in line with existing established practice and other reporting needs. (Service Manager - Corporate Research and Information)	Nov 2017
	Incorporate Gaelic Medium Education within the Corporate Gaelic Language Plan. (Quality Improvement Officer - Secondary)	Dec 2017
Review Inclusion Services to provide a more efficient and effective delivery model. (Head of Education - Secondary and Inclusion)	Develop an implementation plan based on the recommendations, identifying key workstream leads and task groups. (Head of Education - Secondary and Inclusion)	May 2018
	Prepare revised procedures for implementation from 2018-2019 onwards. (Head of Education - Secondary and Inclusion)	May 2018
Work towards achieving 2020 readiness for the 1+2 approach to Language Learning; giving every child the opportunity to learn two languages in addition to their first language. (Head of Education – Early Years and Primary)	Work with schools to further embed the approaches to Language 2. (Quality Improvement Officer – Early Years and Primary)	July 2018
	Ensure effective liaison with secondary schools to develop clear learning pathways for Language 2 in each Local management Group. (Quality Improvement Officer – Early Years and Primary)	July 2018
	Create Planning framework to introduce Language 3. (Quality Improvement Officer – Early Years and Primary)	July 2018

Focus and Major Change	Key Action (Lead Responsibility)	Delivery Timescale
<p>Develop a Digital Strategy that will ensure that learning and teaching is fully supported by the effective and appropriate use of technology. (Head of Education - Secondary and Inclusion)</p>	<p>Further develop the use of online platforms i.e. Glow to support learning and teaching and professional learning. (Digital Learning and Technology Officer)</p>	Jun 2018
	<p>Review and identify further infrastructure needs and requirements to support the Digital Strategy. (Digital Learning and Technology Officer)</p>	Jun 2018
	<p>Develop digital leaders of change in our schools and establishments. (Digital Learning and Technology Officer)</p>	Jun 2018
	<p>Evaluate progress to date. (Digital Learning and Technology Officer)</p>	Jun 2018
<p>Work to meet the outcomes of the Scottish Government's Education Governance Review. (Head of Education - Secondary and Inclusion)</p>	<p>Consider the recommendations and outcomes of the Education Governance Review. (Head of Education - Secondary and Inclusion)</p>	Jun 2018
	<p>Develop and implement plans which address the outcomes of the Governance Review. (Head of Education - Secondary and Inclusion)</p>	Jun 2018
<p>Work to develop Perth and Kinross' young workforce; lead by the Developing our Young Workforce Board. (Head of Education - Secondary and Inclusion)</p>	<p>Review the Enterprise and Employability in Secondary Schools Strategy. (Quality Improvement Officer - Secondary)</p>	Jun 2018
	<p>Support the use of the Career Education Standard and the Work Placement Standard across all schools. (Quality Improvement Officer - Secondary)</p>	Jun 2018
	<p>Working with the DYW Regional Team, develop further approaches to work experience. (Quality Improvement Officer - Secondary)</p>	Jun 2018
<p>Work to meet the requirements for Continuing Care arising from the Children and Young People (Scotland) Act 2014. (Head of Services for Children, Young People and Families)</p>	<p>Continue to use the Looked After Children Review process and the Through Care and After Care Team to encourage young people to take up the option of Continuing Care. (Service Manager – Looked After Services)</p>	Apr 2018
	<p>Recruit family-based carers and supported lodgings providers through the Expansion of Family Based Care transformation project to increase the options for young people over 16 years. (Service Manager – Looked After Services)</p>	Apr 2018
<p>Continue to extend the approaches to Developing Skills for Learning, Life and Work in nurseries and primary schools. (Head of Education – Early Years and Primary)</p>	<p>Support and challenge schools to ensure that the entitlements contained within the Career Education Standards are further developed. (Quality Improvement Officer – Early Years and Primary)</p>	Oct 2017
	<p>Support and challenge schools to plan and track achievement opportunities within the curriculum, linking these to the Skills for Learning, Life and Work. (Quality Improvement Officer – Early Years and Primary)</p>	Apr 2018
	<p>Extend the opportunities provided through the partnership with Children's University. (Quality Improvement Officer – Early Years and Primary)</p>	Apr 2018

Focus and Major Change	Key Action (Lead Responsibility)	Delivery Timescale
<p>Explore options, in collaboration with stakeholders, to expand the marketing of Community Campuses to provide a broader range of services to a wider audience. (Senior Business and Resources Manager)</p>	<p>Report to the Lifelong Learning Committee on the improvements in marketing community campuses undertaken by all relevant stakeholders and its impact on usage. (Change and Improvement Team Leader)</p>	<p>Jan 2018</p>
<p>Support locality community planning partnerships (Executive Director – Education and Children’s Services)</p>	<p>Identify and respond to opportunities to work with locality planning partnerships to deliver positive outcomes. (Senior Management Team)</p>	<p>March 2018</p>

## ACRONYMS EXPLAINED

ACORN	A Classification Of Residential Neighbourhoods
ASDAN	Award Scheme Development and Accreditation Network
ASN	Additional Support Needs
BGE	Broad General Education
BMIP	Business Management and Improvement Plan
CAMHS	Child & Adolescent Mental Health Services
CBAL	Community Based Adult Learning
CELCIS	Centre for Excellence for Looked After Children in Scotland
CfE	Curriculum for Excellence
CLD	Community Learning and Development
CPC	Child Protection Committee
CPD	Continuing Professional Development
CPK	Culture Perth & Kinross
CPP	Community Planning Partnership
DYW	Developing Young Workforce
E2S	Evidence2Success
ECS	Education and Children's Services
ELAV	Extended Learning and Achievement Visits
ELC	Early Learning and Childcare
EWC	Emotional Wellbeing Collaborative
EYS	Early Years Strategy
GIRFEC	Getting It Right For Every Child

HR	Human Resources
IAR	Initial Assessment Report
LAC	Looked After Children
LAL	Live Active Leisure
LGBF	Local Government Benchmarking Framework
LLC	Lifelong Learning Committee
LOIP	Local Outcome Improvement Plan
MASG	Multi-Agency Screening Group
NIF	National Improvement Framework
PACES	Perth & Kinross Accredited Club Excellence Scheme
PEEP	Peers Early Education Partnership
PKC	Perth & Kinross Council
PKAVS	Perth & Kinross Association of Voluntary Service
SBR	Social Background Report
SCEL	Scottish College for Educational Leadership
SCQF	Scottish Credit and Qualifications Framework
SDS	Skills Development Scotland
SFP	Strengthening Families Programme
SIMD	Scottish Index of Multiple Deprivation
SMT	Senior Management Team
SPACE	Supporting Parents and Children Early
SQA	Scottish Qualifications Authority
UHI	University of the Highlands and Islands