



Education and Children's Services

Standards and Quality Report

2015/16

Contents

Foreword	2
Education and Children’s Services	4
Our Strategic Objectives, Local Outcomes and Values	
Our Context	
Delivering Outcomes, Supporting Individuals and Communities	
<i>Giving Every Child the Best Start in Life</i>	2
<i>Developing Educated, Responsible and Informed Citizens</i>	11
<i>Supporting People to Lead Independent, Healthy and Active Lives</i>	22
Engaging with Service Users	24
How Well Do We Improve the Quality of Our Work?	26
Appendices	
<i>Education Scotland Inspections of School</i>	30
<i>Complaints</i>	31

Education and Children’s Services would be happy to receive your comments on this report.
Please email ECSGeneralEnquiries@pkc.gov.uk

Foreword

Education and Children's Services (ECS) provide services which support better outcomes for people and communities across Perth and Kinross. We are focused on delivering outcomes in line with GIRFEC¹, providing high quality, integrated services and delivering sustainable improvement.

Our Standards and Quality Report is an opportunity to reflect on how we are continuing to deliver national and local outcomes and making a difference to learners, participants, service users, families and communities. As ECS evolves within a changing organisational structure, with a number of services now delivered by partner Trusts, the Standards & Quality report reflects these changes. Also, as the requirements for reporting change nationally in line with the National Improvement Framework for Education and other initiatives, this edition of the Standards and Quality Report should be viewed as a transition to new arrangements.

We continue to **support vulnerable children and families**. The demand for services is growing and we work closely with our partners to address vulnerability and need, minimise risk and improve the life chances of children and young people. Children, young people and families are listened to, understood and respected. Our approach stresses the importance of building strong relationships and ensuring that children and young people are looked after within their extended families and communities wherever possible. We strive to provide the help they need, when they need it and for as long as they need it. We continue to promote early intervention in line with our work on Evidence2Success and the Early Years Collaborative. Priorities are identified and driven forward through the Integrated Children's Services Plan 2013 – 2018, and we continue to progress the priority actions within the plan to improve outcomes for children, young people and families.

Raising achievement for all continues to be a key priority. Levels of attainment across Perth and Kinross continue to improve and we continue to make good progress in raising levels of attainment in literacy and numeracy; indicators show a sustained improvement on previous academic year figures. This year saw a further year of the new national qualifications being successfully delivered in all of our secondary schools. The revised School Improvement Framework and associated support and challenge have led to improving evaluations in almost all schools during external inspection.

Improving the quality of life for people and communities is central to our aims. We support a wide range of learning opportunities for young people, adults, families and communities which support people into work and develop confident, active citizens.

As with all councils, we face many challenges. Through our Service Change and Improvement team we provide significant support to **enable the delivery of high quality public services** and ensure that we can successfully address both the challenges and opportunities ahead. The implementation of our transformational change projects continues to improve the service we deliver, and our close working relationships with other services and partner organisations enables us to benefit from shared skills, resources and strategies.

We remain committed to achieving 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.

Councillor Bob Band
Convener, Lifelong Learning Committee

Sheena Devlin
Director, Education and Children's Services

¹ Getting it Right for Every Child is a national programme to improve outcomes for all children.

Education and Children's Services

Perth and Kinross Community Plan 2013 – 2023 The Council's Corporate Plan 2013-18 sets out five strategic objectives:

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

Supporting the delivery of these objectives, Education and Children's Services' Statement of Intent and Policy Framework set out four key priorities:

- supporting and protecting vulnerable children and families
- raising achievement for all
- improving the quality of life for individuals and communities
- enabling the delivery of high quality public services.

The Education and Children's Services Business Management and Improvement Plan (BMIP) sets out the key actions which will be delivered by the Service to contribute to the delivery of the Council's strategic objectives. Our Standards and Quality Report is an opportunity to reflect on how we are making a difference to learners, participants, service users, families and communities. In this, it seeks to address:

- How well we deliver on outcomes and support individuals and communities
- How well we improve the quality of our work.

Our on-going focus is to ensure that children and young people are safe, healthy, achieving, nurtured, active, respected and respectful, responsible and included. Key to this is **Getting It Right In Perth and Kinross** and our approaches to ensure that they receive the help they need, when they need it.

In line with both the Scottish Government Programme for Government and the

Government's Public Sector Reform Programme, our clear focus is on prevention and early intervention. Partnership working continues to underpin the delivery of our services, and we also recognise the importance of making connections across services and the contribution of our services to a wide range of outcomes.

The Scottish Government's plan Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland, and the National Improvement Framework have set us the challenge of raising attainment and achievement for all, as well as closing equality gaps.

Through an ambitious Improvement Plan we continue to plan for, and respond to, the challenges and opportunities presented by a reduction in resources, changing demographics and trends in need and new legislation. Key to this will be how we ensure that we have the right people in place to deliver changing services.

Demographics: The estimated population of Perth and Kinross in 2015 was 149,930; an increase of 0.7% from 2014², and this growth is projected to continue. Although it is the 75+ age group which is projected to increase most in size, the population aged under 16 is also projected to increase significantly over the next twenty five years³. In the 2015 pupil census there were 7,494 secondary pupils and 10,265 primary pupils attending Perth and Kinross Council schools, an increase of 71 on the previous year. It is anticipated that population growth will continue to place increasing demands on our services, particularly in matching provision to areas of growth.

The population of Perth and Kinross is spread across a large geographical area. Providing access to essential services to a dispersed population over a large geographic area presents particular challenges. For example, primary school sizes vary significantly. Ten primary schools have fewer than 20 pupils whilst two have over 400 pupils⁴.

² Source: 2011 Census

³ Source: <http://www.nrscotland.gov.uk/statistics-and-data/statistics>

⁴ Source: 2015 Pupil Census

The care and protection of vulnerable children and young people is our most important responsibility and there is strong leadership and partnership working across public protection.

The number of children placed on the Child Protection Register during the year has fallen from 128 in 2014/15 to 101 in 2015/16, although the complexity of risk factors has become more challenging. Risks associated with parental substance use; parental mental ill health; and domestic abuse continue to be the main factors featuring in the risks to children and young people.

The number of children becoming looked after continues to grow. The number of Looked After Children has increased by 12% to 286 in 2016.

Delivery: We deliver services in a range of ways through schools, community learning centres and family centres. In addition, we commission provision through service level agreements, contracts, partnerships and agreements with other providers, agencies and services.

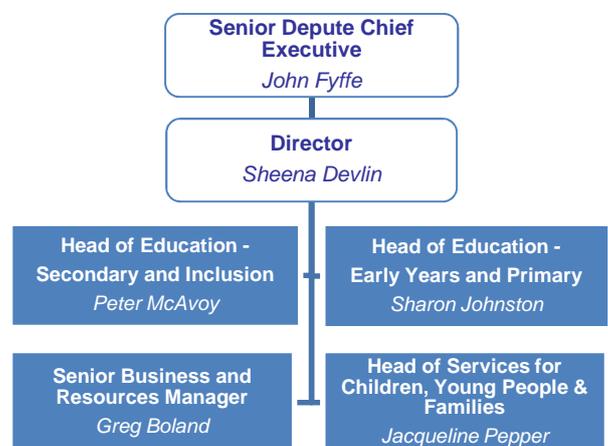
The Council is responsible for 10 secondary schools, 75 primary (some with nursery classes), one special school (nursery, primary and secondary) and one pre-school centre. We also provide services through Neighbourhood and Community Learning Centres. Our six community campuses offer gyms, fitness classes and sports facilities, meeting and conference venues, libraries and catering services.

Almondbank House provides a facility for integrated support to vulnerable children and their families. This includes an education provision for primary children with complex social, emotional and behavioural difficulties. Within the Almondbank campus the Cottages provide residential childcare. *Navigate* at George Inn Lane provides an education and support service for young people between 12 and 16 years working in partnership with Perth and Kinross secondary schools.

There are two residential care homes for children and young people: The Cottages provide residential care for up to 4 children and young people and Woodlea Cottage provides integrated residential respite care for young people with complex, multiple and enduring needs. A wide range of support for families is provided through outreach, supporting more children within their families and promoting greater inclusion in their local communities.

The management of the Service is organised into four service delivery areas each led by a senior officer who provides the strategic leadership in their area of Service. As a collective the Senior Management Team has a clear focus on integrated working.

Diagram 1: ECS Structure⁵



Additional input comes from the Chief Social Work Officer who has a statutory as well as a strategic role, particularly in the delivery of services for vulnerable children.

We also work closely with colleagues in other services and partner organisations, to deliver joint work for the mutual benefit of the people that we provide services for.

⁵ This model was valid throughout 2015/16. Rodger Hill has since replaced Peter McAvoy from October 2016

Giving Every Child the Best Start in Life

Improving outcomes for children and young people is the core business of Education and Children's Services. Our continued focus on getting it right for every child is to ensure that children receive appropriate support to meet their needs.

Our commitment to giving every child the best start in life is demonstrated through the delivery of the Early Years Strategy, our engagement with the Early Years Collaborative and the work we are progressing through Evidence2Success.

Early Learning and Childcare (ELC) is an important stage in a child's development and helps children to learn as they play. A good quality early learning and childcare experience builds on the valuable learning that takes place in and around the home, before children start primary school. It also develops the learning of other essential skills that they will rely on in later life.

Since August 2014 ELC eligibility has been extended to defined groups of 2 year olds, which in Perth and Kinross we call **Strong Start 2**. Building on the provision established in 2014-15, a further seven local authority nursery classes introduced Strong Start 2 provision in August 2015. To better support children and families at key times of transition, these were located within established hub and extended provision settings. Additionally a brand new nursery provision for 2-5 year olds opened within Methven Primary School to meet the needs of the local community.

In 2015/16 there has been close collaboration with staff in Children and Families social work teams and in January 2016 almost all 2 year old children with a Lead Professional Social Worker were registered in a Strong Start placement, with the exceptions being children who were placed for adoption and who needed more time to bond with their new families at home.

The ELC **Admissions Policy and Guidance** was updated and when registration for session 2016-17 opened, there were full nursery days as an option. Instead of only 5 half days (mornings or afternoons or a mix of both) families could also choose to opt for:

- 2 full days and 1 half day
- 1 full day and 3 half days

with children staying for lunch when attending for a full day.

Case Study: Play on Pedals

Play on Pedals training provides the learning, skills and resources to promote cycling in a fun and interactive way and is being delivered in 16 local authority Early Learning and Childcare settings in order to close the attainment gap between children from disadvantaged areas, and support children to meet their developmental milestones in their pre-school year.

Children learn about the parts of a bicycle, how to fit a helmet correctly and the basics of looking after their bikes. Through a series of fun and imaginative activities, they are helped to develop their balance and control skills, often using a pedal-less balance bike. When ready, children get the opportunity to move onto a pedal bike. All sessions and games are designed to support confidence, interactive learning and develop physical skills supporting the Early Level within Curriculum for Excellence.

Staff have experienced increased confidence in both cycling skills and language skills of the children involved in Play on Pedals, with children using and extending their vocabulary through naming bike parts, talking about mounting, braking, pedalling etc. and children are developing their core physical skills while building confidence in riding a pedal bike. Play on Pedals parent events offer the opportunity for key messages to be shared with parents and a wealth of positive feedback for this programme has been received.

"We have seen a huge improvement in most of our children's bike riding - in turn it has boosted their confidence and self-esteem." (Nursery Teacher)

A **developmental milestones assessment tool** for pre-school children was developed in response to the Early Years Collaborative (EYC); Workstream 3 (30 months to start of primary school). This has a stretch aim of:

"90% of children will have reached their developmental milestones on entry to primary school by the end of 2017".

The assessment tool was developed in collaboration with colleagues in Dundee and

Angus. The same 9 developmental areas, as assessed at a child's 27-30 month review by Health Visitors, were assessed by the staff within all Perth and Kinross Council early learning and childcare settings and also partner provider centres; Social, Emotional, Behavioural, Attention, Speech and Language, Gross Motor, Fine Motor, Vision and Hearing.

After collation of findings, it was planned that each school would receive the developmental milestone information about their Primary 1 pupils and be able to use it alongside other information including pre-school reports, to support each child's transition. This was to support the planning of interventions at individual and group level, where appropriate. Parental awareness of the importance of their child achieving their pre-school developmental milestones was raised through the display of posters within each early learning and childcare setting and also through discussion at parent evenings and other parents' meetings, both formal and informal.

Following a review of early years services within Services for Children, Young People and Families, the work of the **Gowan's Family Centre** early years team has been refocused over the last year. Support for vulnerable families with very young children has gradually moved away from centre-based care in Perth. The team now works with a larger number of families from pregnancy up to 3 years and provides targeted support through outreach within the family home and local communities working closely with Health Visitors and early years staff. The aim is to build parental confidence and promote positive family experiences.

The **EarlyBird** support programme for parents of children with **Autistic Spectrum Disorder** has been delivered jointly by the Early Years Inclusion Team with Perth Autism Support and NHS Tayside Speech and Language Therapy. The programme offers advice and guidance on strategies and approaches for dealing with young autistic children, and twelve parents completed the programme.

We continue to receive positive inspection reports evidencing our commitment to support and protect vulnerable children and families.

The Care Inspectorate carries out inspections on regulated care services in Scotland using a framework of quality themes.

- Quality of Care and Support;
- Quality of Environment or Information
- Quality of Staffing
- Quality of Management and Leadership

Each theme is graded on a six point scale.

1. Unsatisfactory
2. Weak
3. Adequate
4. Good
5. Very Good
6. Excellent

Inspections are generally unannounced and there are longer intervals between inspections for better performing services and a greater focus on risk-based inspections for poorly performing and high-risk services such as those which provide 24 hour residential care.

We have received very positive inspection reports for our Early Learning and Childcare services with ratings of Good, Very Good or Excellent in almost all quality themes, with the proportion of service themes receiving ratings of Very Good or better showing improvement over the last 3 years.

Quality Ratings	2013/14	2014/15 ⁶	2015/16
Good or better	95%	98%	97%
Very Good or Better	61%	59%	74%

Staff nurtured all children to achieve their potential. Children with additional support needs were well supported through strong relationships with parents and effective links with health care professionals.

Care Inspectorate Inspection of Tulloch Primary School Nursery, March 2016.

Woodlea Cottage provides planned residential respite care overnight and at weekends for children and young people with complex, multiple and enduring needs to help them gain independence skills and experiences.

The inspection rated the provision at Woodlea as *Very Good* on two key quality indicators and

⁶ 2014/15 figures are similar to our comparators. 2015/16 figures not yet available.

Excellent on the other two, showing an improvement on the previous inspection report.

Children and young people receive very high standards of care and support to reach their potential and have positive experiences.

Care Inspectorate Inspection of Woodlea Cottage, January 2016.

Case Study: Intensive Family Support

The Child Health Team and the Woodlea Outreach Team worked together to develop child-centered programmes of individually tailored support for children and young people with complex needs and their families.

By pooling resources and expertise, and working differently, they were able to develop programmes that did not create dependencies on the service, but altered expectations and ambitions, and developed children and families confidence, skills and abilities to manage the challenges of daily life.

The staff work in partnership with parents within the family home to address issues such as sleep, routine and eating which were often challenging in the home environment. The staff brought their skills and experience and intimate knowledge of the child and worked alongside parents to develop consistent approaches at home, school and respite. The number of children and young people receiving a service has been expanded and referrals from other agencies have increased.

The team has shared the good practice of Intensive Family Support with delegations from other local authorities, head teacher groups, and external organisations.

"Thank you for all the help and guidance that you have given, it really has changed our day to day lives." (Family member)

The Cottages at Almondbank House was inspected in August 2015. The Cottages provide emergency or respite residential care and support for children and young people. The inspection rated the provision as *Very Good* on three key quality indicators and *Good* on the other.

There was very good evidence to show that the service was committed to seeking the views of young people, parents and families and partner agencies to help them to evaluate the quality of the service.

Care Inspectorate Inspection of The Cottages, August 2015.

We have also received very positive inspection reports for our Fostering and Adoption services with ratings of good or very good in all quality indicators. We continue to provide emergency, respite and alternative permanent care arrangements for children and young people who need it.

The outcome of inspections and progress with all recommendations are regularly reported to the Executive Sub Committee of the Lifelong Learning Committee.

Our continued focus is on prevention and early intervention through enhancing access to universal services and targeted support.

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 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 specific focus of our Child's Plan meetings is now to improve outcomes for children, young people and families. The plan format gathers information about progress made, identifies what needs to be different and better, and details the actions we will put in place to make those improvements. Use of the agreed Child's Plan format is leading to fewer meetings for families and a greater focus on partnership working as we meet the needs of the children, young people and families we serve.

In addition to the multi-agency guidance, Education - specific guidance has been produced and training in the use of the Child's Plan format has been rolled out to all relevant staff in Education Services. The Tayside Child's Plan format and guidance will be evaluated and reviewed by June 2017.

Getting It Right For Every Child (**GIRFEC**) approaches, including use of the Wellbeing Wheel and the Child's Plan format, are well-embedded across our schools and centres. In most schools children, young people, parents and staff are developing a shared understanding of wellbeing. With the

publication of *How Good Is Our School? 4* we have further strengthened the focus of schools on wellbeing and equality and this is helping to ensure that all our children and young people have appropriate opportunities to develop as successful learners and confident individuals.

As the common language of GIRFEC, the Wellbeing Indicators are also supporting the very effective partnership working between services evident in our area. For example the quality of partnership working between health and education has ensured that schools are better prepared to meet the needs of children, and their families, at the transition from Nursery to Primary 1.

The Perth and Kinross **Child Protection Committee** (CPC) publishes an annual Standards and Quality Report which analyses trends in relation to children at risk of abuse and evaluates the extent to which services to protect children and young people continue to improve. The CPC has continued to develop partnership working; to build a child protection community and to develop a joint approach quality assurance and self-evaluation. Together, we are supporting a partnership approach to create a hostile environment and zero-tolerance to abuse and exploitation.

The number of children and young people for whom there is a child concern is growing, which presents us with a constant challenge to respond at early stage and to ensure that we provide advice, support and assistance to safeguard, support and promote their wellbeing.

Recent trends show that the early identification of children and young people who may be at risk continues to improve and the number of children and young people for whom there is a child concern report has grown year on year. Child Concern Reports and Unborn Baby Referrals are screened through the Multi Agency Screening Group to ensure that children, young people, families and vulnerable pregnant women receive the most appropriate support and intervention.

[Further information: Child Protection Committee Standards and Quality Report 2015/16](#)

For **looked after children** who need permanent placements other than their birth families, we have developed a permanence planning tracking and monitoring process. This is successfully addressing the possible points of delay for securing nurturing placements for children who need them. Over the last year the business of the Fostering and Permanence Panel has more than doubled and decision-making for children in need of permanence is increasingly more efficient, ensuring children are identified quickly and placed with the minimum of delay.

Our commitment to corporate parenting and ensuring the best outcomes for children and young people underpins our approach to implementing the new duties of the Children and Young People (Scotland) Act 2014. This is resulting in greater numbers of young people “staying put” and electing to remain in foster care and full-time education beyond the age of 16 years and strong performance in maintaining contact with young people after they leave care.

The number of children placed with kinship carers continues to grow and we provide a good package of support for **Approved Kinship Carers**, including practical and financial support. In 2015-16 the arrangements for the assessment and approval of kinship carers has been strengthened and a panel established to bring independence in decisions.

Our award winning **Relationships, Sexual Health and Parenting programme**, created in 2014 in partnership with Angus and Dundee Councils and NHS Tayside, is now embedded across all Perth and Kinross schools. In 2015-16 we added in lesson plans covering the key issues of Child Sexual Exploitation and the Prevent agenda. Feedback from teachers in schools shows that related professional development sessions have been evaluated very positively. We have been asked to present at a number of national events and at the Scottish Learning Festival.

A new multi-agency **[Perth & Kinross Young Carers Strategy 2015-2018](#)** was launched November 2015. The number of young people being identified as Young Carers has risen from 49 in 2010 to 272 in 2016 and this strategy aims to embed a sustainable model of support for all Young Carers in Perth &

Kinross. Over half of Perth and Kinross Schools now have a designated worker specifically to support young carers at their school.

Evidence2Success is aimed at improving outcomes for children and young people across Perth and Kinross, with the priority outcomes identified being: Healthy Gestation and Birth, School Readiness, Engagement with School, and Emotional Well-Being. Delivery of the 5 phases of Evidence2Success is well progressed and activity is now in the final phase, this includes implementation of the following evidence-based programmes/practice to deliver improvement in the five priorities.

The **Incredible Years** evidence-based programme is improving children's behavioural, social and emotional development. Monitoring of the last three cohorts of groups identified that of the 170 children for whom pre and post evaluations of behaviour were collected, 140 (82%) had an improved behaviour score at the end of the groups; this included 47 children for whom their behaviour had improved to the extent of being in the normal range. Ongoing monitoring of the impact and implementation of this programme will continue to ensure that it is targeted appropriately. Development of the workforce delivering the Incredible Years programme has been strengthened through engagement with the Psychology of Parenting Programme delivered by NHS Education for Scotland which provides free training/professional development and resources.

Implementation of the **Strengthening Families** programme, also with a strong evidence base, has indicated that it is reducing the likelihood of risk-taking behaviour by young people completing the group work programme, building young people and parent's levels of resilience and improving parenting capacity. In particular, parents have identified that it is reducing stress levels in the home and they are using the techniques introduced through the programme to remain calm when managing challenging behaviours.

An expansion of **Infant Massage** classes for targeted families is improving attachment; increasing confidence in parenting; reducing stress and anxiety of babies and/or parents;

and improving sleeping, digestion or circulation problems for babies.

The provision of Infant Massage classes is part the activity of the **Early Years Collaborative** to enhance attachment and communication between babies and parents/carers which will improve children's School Readiness. Other activity also included the introduction of **Treasure Pouches** to initiate communication between babies and care givers. Measures of the impact of using Treasure Pouches all indicate that their use has enabled parents to be more attuned to their babies' needs and able to encourage their baby to engage and communicate. As a result parents are more able to support their babies to gain experiences that aid healthy development.

In 2015/16 a second **School Engagement Action Research** (SEAR2) project was delivered and supported five schools to complete projects. Outcomes from these focus particularly on workforce development. Individual evaluations identified that SEAR 2 led to improvement in staff confidence in action research skills, project management and understanding of areas of influence within school engagement. In addition, a resource will be produced for schools who wish to influence engagement, outlining "what works", based on the experience of Perth and Kinross schools, as well as academic research and a model for supporting generic action research in any area of school improvement activity

To share the learning that has been gained through collecting and analysing data to inform the strategic commissioning, two **Evidence2Success conferences** were held in November 2015 and March 2016. These conferences were attended by leaders and practitioners from the Scottish Government, other local authorities, health boards and public sector organisations. The learning from Evidence2Success has informed the subsequent roll out of the Scottish Government's Better Outcomes programme and Realigning Children's Services programme which have worked with up to 9 other Community Planning Partnerships to implement similar data gathering and strategic commissioning approaches.

Developing Educated, Responsible and Informed Citizens

Raising attainment and achievement for all is a key priority for Education and Children's Services. Improving standards is embedded in our approaches to Getting it Right for Every Child, through Curriculum for Excellence (CfE) and into a range of adult learning opportunities.

We continue to provide proportionate support and challenge to schools through the School Improvement Framework leading to positive evaluations in external inspection.

Each year [Education Scotland](#) inspects and reports on the quality of education in schools and pre-school centres (including partner providers). Evaluation of each school's performance is assessed across five quality indicators, including three core quality indicators:

Core quality indicators

- Improvements in performance
- Learners' experiences/children's experiences
- Meeting learning needs

Quality indicators

- The curriculum
- Improvement through self-evaluation

Pre-school Inspections

During academic session 2015/16 five pre-school centres were inspected. The proportion of centres being evaluated as good or better in relation to the quality indicators remains high, with 83% of those inspected achieving these evaluation ratings, well above our comparator authorities⁷ (29%) and the national average (64%).

Errol Nursery Class

⁷ Highland, Scottish Borders, Argyll & Bute, Aberdeenshire, Stirling.

Children's Experiences: **Very Good**

Children are confident, independent and move between activities with ease. Staff listen very well to children and take very good account of their views.

Inspection of Errol Nursery Class, January 2016, Education Scotland

Abernethy Nursery Class

Improvement through self-evaluation: **Very Good**

Staff work closely with other schools to plan programmes of learning. The Parent Council is fully engaged in the life of the school. The school seeks the views of parents and children to help the school identify areas for improvement.

Inspection of Abernethy Nursery Class, November 2015, Education Scotland

Primary Inspections

During academic session 2015/16 five primary schools were inspected. Four of the five schools inspected were evaluated as satisfactory or better in relation to all five quality indicators.

Detailed statistics on inspection results are included in Appendix 1.

Analysis of primary inspection performance over the past five years shows that we have consistently performed above our comparator authorities on all quality indicators rated as Good or better, apart from Meeting Learning Needs (60%), which dropped slightly below the Comparator (67%) and the national average (70%).

Forgandenny Primary School

Meeting learning needs: **Very Good**

Children understand the purpose of their learning and how it connects to the world of work and their lives beyond school. Their learning connects them to the wider local, national and global community.

Inspection of Forgandenny Primary School,
May 2016, Education Scotland

Kenmore Primary School

The Curriculum: **Very Good**

The Headteacher and staff are very clear that the curriculum at Kenmore Primary School enables children to develop a sense of identity and should equip them with skills for their future lives. This appropriate vision has been developed and shared successfully with the whole school community.

Inspection of Kenmore Primary School, April
2016, Education Scotland

To support the inspection process, feedback is routinely gathered from parents and pupils in each establishment. Following the inspections carried out this year some highlights from the parent surveys included: almost all (97%) parents reported that their child felt safe at school; almost all (95%) stated that their child enjoyed learning at school; and most (92%) were happy overall with the schools inspected. Results for pupils broadly mirrored the parent questionnaires with most (90%) stating they felt safe and cared for in school; most (89%) stating they enjoyed learning at school.

Inspection reports are scrutinised by Members of the Executive Sub Committee of the Lifelong Learning Committee. Twelve months after an inspection a progress report on any key areas for improvement identified at the time of the inspection is provided to the Area Lead Officer (Education Scotland) and parents. Where a school has not been evaluated as good or better, the Executive Sub Committee of the Lifelong Learning Committee may choose to further scrutinise the progress made.

All schools produce School Improvement Plans and School Standards and Quality Reports. The school improvement process is now well established and, in addition to formal inspections, a range of school specific

information is submitted by all schools in relation to performance management, planning for improvement and self-evaluation leading to improvement.

During 2015/16 Education Scotland tested a range of new approaches to inspection. Following evaluation, four new inspection models were introduced in a phased manner from August 2016: full Inspection model, short inspection model, localised thematic model and neighbourhood model.

These new models use How Good is Our School 4th edition quality indicators, which have been aligned with the National Improvement Framework for Scottish Education and the Scottish Attainment Challenge:

- 1.3 Leadership of Change
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and Achievement
- 3.1 Ensuring Wellbeing, Equality and Inclusion

School visits provide clear direction about areas for improvement. The results of Extended Learning and Achievement Visits are published on each school's page at www.pkc.gov.uk/schools

We continue to make good progress with implementation of Curriculum for Excellence (CfE) in line with our strategic framework *Creating a Curriculum for Excellence*.

CfE Levels of Progression: There is continued improvement in pupils' progress at Early, First, Second and Third levels across the key areas of reading, writing, mathematics & numeracy and listening/talking. All indicators show a sustained long term improvement, although a dip in P4 and P7 performance is indicated in the latest year. P1 performance was measured for the first time. This year, for the first time, this information was submitted at anonymised pupil-level to Scottish Government for analysis and publication.

Table 1: P1 Curriculum for Excellence

P1	Pupils making very good progress at Early Level or above	
		15/16 %
Reading		91.0
Writing		89.8
Listening & Talking		92.6
Mathematics & Numeracy		92.3

Source: ECS/SEEMIS

Table 2: P4 Curriculum for Excellence

P4	Pupils making very good progress at First Level or above			
	12/13 %	13/14 %	14/15 %	15/16 %
Reading	90.1	91.7	93.5	92.6
Writing	87.4	89.7	91.9	90.3
Listening & Talking	91.9	92.7	94.4	94.0
Mathematics & Numeracy	90.6	91.3	93.6	92.8

Source: ECS/SEEMIS

Table 3: P7 Curriculum for Excellence

P7	Pupils making very good progress at Second Level or above			
	12/13 %	13/14 %	14/15 %	15/16 %
Reading	85.2	87.0	89.9	87.1
Writing	80.1	81.5	87.3	85.2
Listening & Talking	85.0	87.5	91.5	88.3
Mathematics & Numeracy	84.3	86.8	88.1	86.7

Source: ECS/SEEMIS

Table 4: S3 Curriculum for Excellence

S3	Pupils secure at Third Level or above			
	12/13 %	13/14 %	14/15 %	15/16 %
Reading	65.8	69.3	73.0	76.3
Writing	63.1	67.3	72.1	73.5
Listening & Talking	66.1	70.8	77.6	77.4
Mathematics & Numeracy	68.6	75.4	77.1	78.0

Source: ECS/SEEMIS

Further information: [Attainment in Perth and Kinross Schools 2016](#)

Clear procedures for monitoring and tracking children and young people's progress of attainment and achievement in Listening and Talking, Reading, Writing and Maths are in place. All schools have access to guidance describing elements of tracking and monitoring in the Broad General Education with a corresponding spreadsheet developed by the Management Information Systems team. This supports sound judgments to be made on a learner's progress, attainment and achievement when a range of information is gathered, analysed and used.

Literacy and Numeracy: The Talk, Listen, Communicate (TLC) programme written in partnership with ECS and NHS Tayside Speech and Language Therapy aims to upskill staff to support children's language development. Over the past four years almost all Partner Provider nurseries have completed the TLC accreditation process. Nurseries report an enhanced understanding of children's language development and increased confidence in identifying and supporting children with speech and language needs and better partnership with working with Speech and Language Therapy.

Literacy Coordinators and Numeracy Coordinators hold regular meetings, to enable effective and mutually supportive relationships to develop across schools. This has strengthened transition and a shared understanding of literacy and numeracy standards. There is a clear focus on driving forward the responsibility of all staff in literacy and numeracy developments. Coordinators have a very good knowledge of local and national priorities and direction, and share this in their schools and Local Management Groups (LMG).

This year's SQA results demonstrate that we are continuing to make very good progress in raising the attainment of pupils in Perth and Kinross.

This year saw Perth and Kinross schools present entirely for the new national qualifications as part of CfE which are now fully established.

As CfE continues to mature, the measures used to show progress have been adapted. *Insight* is the Scottish Government senior phase benchmarking tool that assists the

Service and schools support the key principles and purpose of CfE.

Insight utilises a Virtual Comparator, which takes the characteristics of each Perth and Kinross pupil and matches them to 10 similar pupils from across Scotland. This benchmark is an effective way to help understand the authority strengths and areas for improvement.

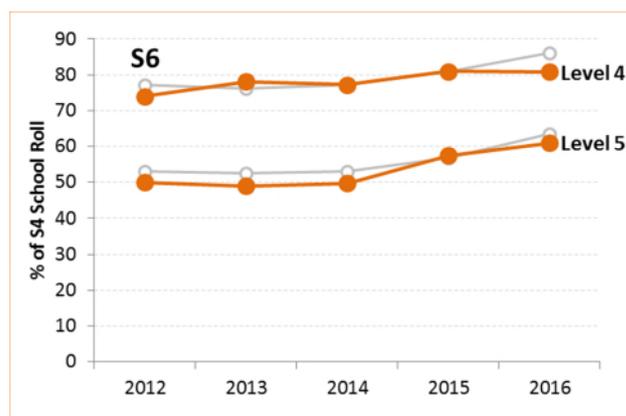
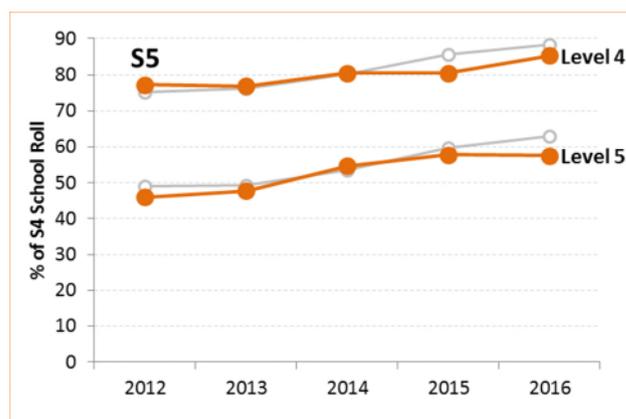
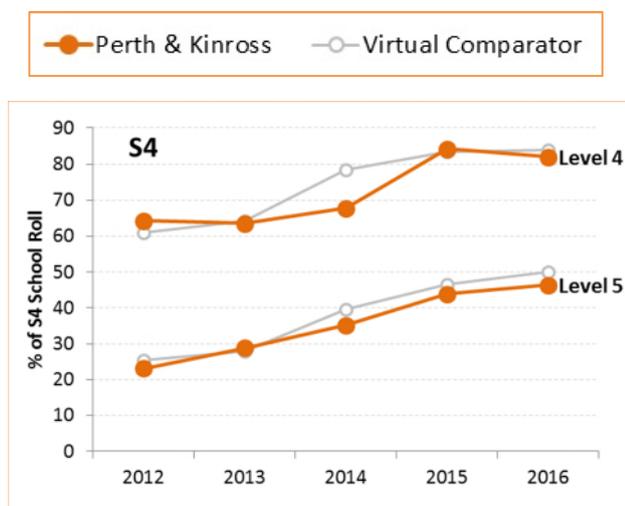
Comparison of Insight measures over time should currently be viewed with some caution as earlier figures relate to different qualifications and situations where individual course units were not recognised as they currently are, or where pre-S4 presentation took place. As new qualifications establish further, the reliability of time series trends will improve.

Improving Attainment in Literacy and Numeracy

Literacy and numeracy are vital in wider success in learning, life and work in the modern world and workplace. This indicator includes attainment from a range of courses including English, Gaidhlig, ESOL, Literacy, Mathematics, Lifeskills Mathematics and literacy and numeracy units.

Results at SCQF Levels 4 and 5 for S4, S5 and S6 pupils achieving both literacy and numeracy are shown in Figure 1. Time series information provided by Insight shows long-term improvements at Levels 4 and 5 for all years, although the virtual comparator has generally exceeded PKC performance.

Figure 1



Case Study: Closing the Communication Gap

Research tells us that at age three the average vocabulary scores for children from low-income households are significantly below that of children from high-income households and at Primary 1 there is an 18 months difference which then has a significant impact on learning throughout school.

Working collaboratively with Speech and Language colleagues, Talk Listen and Communicate training was delivered to early years staff in 18 local authority schools and centres identified as having high levels of poverty, to support children's language and communication development and early reading skills. Brunch and Blether sessions and home link Blether Bags were introduced to further support parents in their children's learning. All settings have developed plans for improvements in closing the communication gap.

The investment in staff development had a positive impact on how staff approached the project and staff engagement with set homework activities showed an improvement in staff practice. The personal invitation from the children inviting parents to the Brunch and Blether resulted in higher attendance than previous parent group sessions

"Reminded me that there are so many fun activities with little resources to enhance vocabulary and language" (Early Childhood Practitioner)

Improving Attainment for All

The overall aim of this measure, together with the subsequent one involving deprivation is to understand how pupils attain as highly as possible 'across the board' by considering the average total tariff score of the top-attaining 20%, middle-attaining 60% and lowest-attaining 20% groups of pupils.

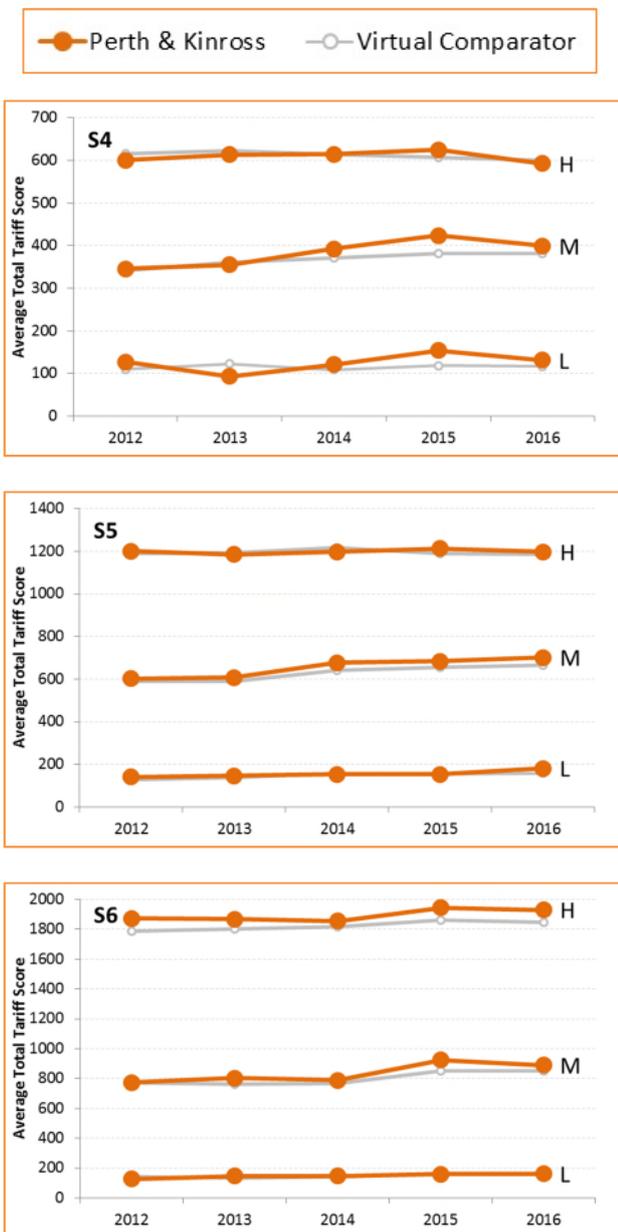
At S4, average tariff scores have decreased slightly at all levels of attainment, whereas at S5 and S6 achievement at all levels is largely unchanged.

Figure 2

H – Highest 20%

M – Middle 60%

L – Lowest 20%

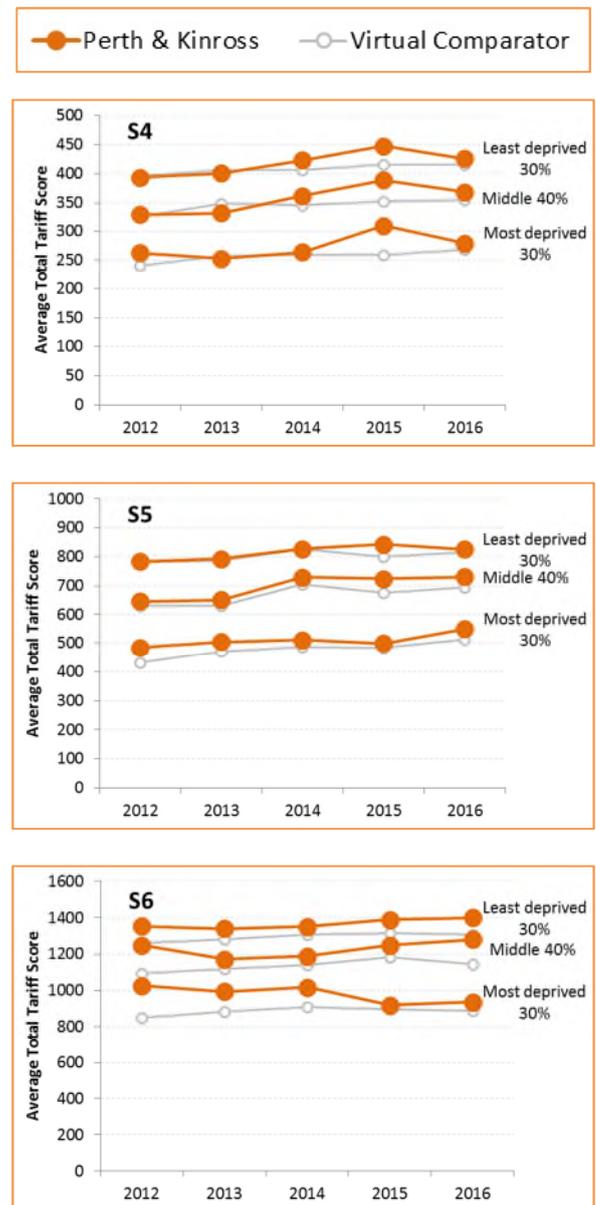


Attainment and relationship with deprivation

This measure aims to show how pupils attain by considering attainment across deprivation deciles. This has an important role in helping understand and challenge the 'attainment gap' between pupils from the most and least deprived areas.

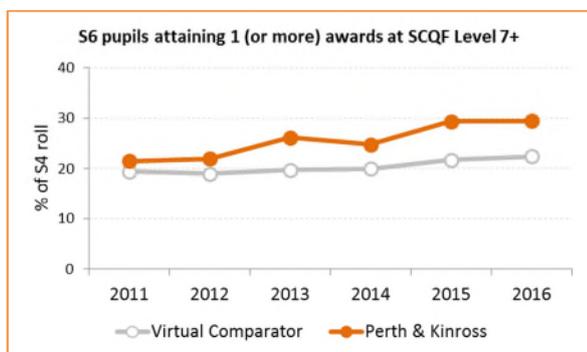
Looking at how tariff scores have changed by broad groups of deprivation (Figure 3) indicates that while all have shown some long-term improvements, improving the attainment pupils from more deprived areas remains a key challenge, including in measurement as smaller numbers mean greater year-on-year variation.

Figure 3



Supporting high achievers: Almost one in three S4 pupils (29%) left school at the end of S6 with at least one Advanced Higher Grade. Results at this level continue to show a strong performance, improving and performing higher than the comparator.

Figure 4



More complete details on attainment can be found in the report [Attainment in Perth and Kinross School 2016](#).⁸

Gaelic Education: Gaelic Medium Education (GME) is currently provided in two primary schools; Goodlyburn Primary School and Breadalbane Academy. The number of children receiving primary GME has increased to 36 at the 2016 pupil census (up from 25 in 2015).

The service employs a Gaelic Development Officer to promote and support Gaelic Medium Education and deliver and commission Adult and Family learning opportunities.

Gaelic is delivered through the Gaelic Language in Primary Schools (GLPS) initiative within primary schools and nurseries in Highland Perthshire. There are currently 650 primary pupils across 6 schools that benefit from GLPS, and 2 further teachers participated in GLPS training during 2015/16.

2015/16 performance in Gaelic literacy and numeracy for GME learners was gathered and reported to Scottish Government as part of its wider CfE collection.

Looked After Children: We continue to support the achievement and attainment of Looked After Children. Table 5 shows there has been an increase in the attainment of Looked After Children. Although attainment of

Looked After Children remains below the Perth and Kinross average, care should be taken in interpreting these figures given the small number of pupils and the individual nature of their needs and circumstances. The Education Additional Support Officer, together with the Looked After Co-ordinators in schools, track the attendance and achievement of looked after young people on an individual and on-going basis and ensure that appropriate support packages are in place.

Table 5: Children Leaving Care

Indicator	13/14	14/15	15/16
% of children leaving care who attained at least one subject at SCQF Level 3	79%	76%	100%
% of children leaving care who achieved English and Mathematics at SCQF Level 3	67%	56%	68%
Number of children/young people ceasing to be looked after	19	25	19

Source: LAC SQA Attainment 2015/16

English as a Second Language: Schools continue to be successful in supporting the learning of young people for whom English is a second language.

In S4 last year, 40% of 62 pupils achieved at least five awards at Level 5 or better.

In S5, of the 53 pupils, 53% have achieved at least five awards at Level 5 or better and 72% attained at least one Higher Grade.

In S6, of 25 pupils, 68% have achieved at least five awards at Level 5, 92% achieved at least 1 award at Higher or better and 56% achieved at least one Advanced Higher or better.

Equity and Excellence: Education and Children's Services recognise the need to raise attainment for all and close the poverty-related attainment gap. Development of this priority throughout 2015/16 culminated in the Perth & Kinross [Raising Attainment Strategy 2016-2019](#) being approved in August 2016. This work also sets a range of [actions](#) to address the National Improvement Framework priorities.

In January 2016, ECS identified 16 primary schools and 4 secondary schools where 16% or greater of children and young people live

⁸ Further school-level information on attainment is also available on [Parentzone](#), provided by Education Scotland.

within areas of deprivation. Led by the Educational Psychology Team, the Closing the Gap programme of support was designed to provide embedded, sustainable and flexible developments within each school.

Primary schools are encouraged to consider areas of evidence-based intervention such as:

- Literacy
- Peer Tutoring
- Parental Coaching
- Self-regulation
- Early Years Vocabulary

Secondary schools are encouraged to consider:

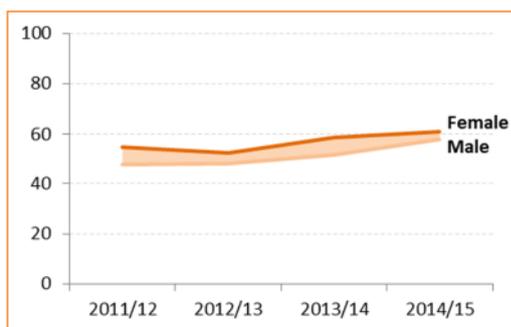
- Peer Tutoring
- Mentoring
- Problem-solving approaches

The interventions planned through the Closing the Gap programme are supported by the attainment advisor for Perth and Kinross, through Education Scotland, and subject to an action research model led by the Educational Psychology team. This will ensure that appropriate evidence is gathered on the impact of these interventions.

Attainment by gender: In line with the national picture, girls continue to outperform boys in SQA attainment; however the performance of boys is on a continued upward trend.

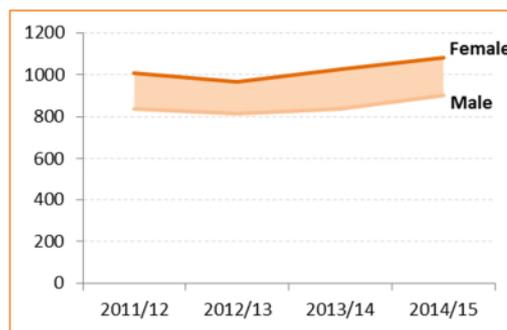
The gender gap between attainment in literacy and numeracy has reduced slightly in the last 4 years, and is now at 3.4%, below both the Virtual Comparator (7.1%) and the National average (6.4%).

Figure 5: % leavers achieving Literacy and Numeracy @ SCQF Level 5 or above



In terms of average total tariff points, the gap has remained largely the same, and in percentage terms is now at 17%, the same as the Virtual Comparator and the National average.

Figure 6: Average total tariff points for school leavers



Case Study: Pause Prompt Praise

Letham Primary School identified a need to improve literacy, and as part of a review of their literacy provision and progression for children, they also identified a need to engage parents in supporting reading. Pause, Prompt, Praise is named as an effective intervention for supporting parents to help their children's reading by the Joseph Rowntree Foundation in their study of what works in closing the attainment gap.

Educational Psychologists met with the Letham Primary School Primary 1 teacher, literacy teacher and class teacher to plan the intervention to work with parents to develop materials to support parents with literacy approaches to use with their children. The support material was further adapted in consultation with parents and staff, and this approach will form part of ongoing development.

Evaluative discussion with parents found that children were more willing to read at home, look forward to doing home activities, enjoyed being involved and looked forward to the sessions. There was also a positive impact on their writing and spelling. Involving children in the sessions provided some family fun, practice and reinforcement of concepts, and also acted to encourage parents to attend.

"Homework is not a chore anymore." (Parent)

A Pan-Tayside partnership was established between Angus, Dundee City and Perth and Kinross Councils to ensure readiness to meet the 2020 implementation of Language Learning in Scotland: A 1+2 Approach, which envisages every child having an opportunity to learn two languages in addition to their first language.

A 1+2 approach was a feature of all primary school Improvement Plans for session 2015-16. All primary schools delivered Language 2 (L2) French to Primary 1 at a minimum. Most schools have exceeded the requirements and are delivering L2 across all primary stages.

A total of 450 members of staff have now received training using the Power Language Platform (PLP) resource, which supports schools by linking language learning with other areas of the curriculum. All schools now have some or all staff trained to use the PLP. 26 teaching staff (including secondary) have undertaken Modern Language Co-ordinator (MLC) training to support a sustainable model of training at school and Local Management Group level. Further training will continue in 2016/17.

Learning and Teaching Approaches: The Education Psychology Service ran two projects over the course of the session to support staff with development of good self-regulation skills for children and young people. Sixteen staff completed the project with participants reporting a significant increase in their ability to help children develop self-regulation and classroom impact.

Seven schools were involved in the second year of the 'School Engagement Action Research', arising from Evidence2Success. Participants rated very positive impact for the skill development in school engagement factors, project management and action research.

In the second phase of the Tapestry Programme, Teacher Learning Community (TLC) leaders engaged in four support sessions involving around 150 teachers. Across our primary schools TLCs have proved to be effective in promoting professional collaboration and professional dialogue. This has been facilitated by the sharing of good practice peer observations and constructive feedback.

Evaluations have been positive, with 91% of Tapestry Leaders seeing an impact on learners in their classrooms and 100% being confident in supporting the development of TLCs in their establishment. The success of the TLCs is evident through the continued use of the model. A number of schools are using the approach for collegiate working in taking

forward their school improvement agenda including the 1+2 approach to language learning, Growth Mindset, Outdoor Learning and Literacy.

Developing the Young Workforce: Aimed at linking employers with schools to support positive career paths for young people, the Career Ready Programme continues to grow. Kinross and Breadalbane were the final High Schools to join this year, and 60 pupils joined the programme this session making a total of 147 pupils who have engaged with the programme since its launch. Six new employers also signed up to support the programme during 2015/16 bringing the total number of employers up to 30.

Workshops for mentors and a new programme of master classes were delivered by local employers. Additional funding has been awarded to the programme to scope out a pre-career ready programme for piloting in 2017/18.

Employer Engagement: We held our second employer engagement conference called "Employer Engagement Works!" where good practice workshops were delivered to school staff, employers and the 3rd Sector showcasing progress from the previous conference. The Developing the Young Workforce regional chair was the keynote speaker at the conference and officially launched the regional board with their future plans. We continue to review the quantity and quality of meaningful work placements for all young people.

Careers Education: During the audit of 2015/16, schools were tasked to review their Careers Education Programme mapping the activities against the Career Education Standard. Early in 2016/17 schools will be required to benchmark pupils' entitlements against the Career Education Standard and any actions for improvement to be included in their school improvement plans. In 2016/17 an audit in Primary Schools will baseline existing employer engagement.

Additional Support Needs: Navigate is an off-site service for S1-S4 pupils offering support to young people with social, emotional and behavioural difficulties. Navigate provides an individual package of additional support and education for young people whilst they remain

on the school roll. While care needs to be taken in interpreting figures given the small number of pupils and the individual nature of their needs, in 2016, 88% of Navigate attendees achieved SQA literacy and numeracy awards by the end of S4, compared to 69% in 2015. Just over half (56%) achieved other awards. During 2015-16 Navigate worked with 59 young people, always working towards supporting young people back into full-time education or positive post-16 destinations.

Navigate continues to seek views from all stakeholders for self-evaluation and improvement to ensure that we are able to improve the outcomes of the most vulnerable young people in Perth and Kinross.

The Educational Psychology Service provided consultation with key school professionals for 365 children and young people. The focus of these consultations included anger, aggression, bereavement and loss, transition, wellbeing and sexualised behaviours. The most commonly reported immediate impact was consultees feeling that they had a plan to meet their need.

We continue to provide a good range of opportunities for young people to achieve awards and participate in activities that lead to increased self-confidence and resilience.

Wider Achievement: In 2015/16 Education and Children's Services produced the **Perth and Kinross Wider Achievement Standard** for young people in the Broad General Education and Senior Phase of a Perth and Kinross secondary school. The Standard is a set of entitlements ranging from experiences which support skills for work to those which support skills for leadership. It encourages schools to be both ambitious and realistic in terms of defining a set of entitlements representing equity of opportunity for all Perth and Kinross pupils, irrespective of the secondary school they attend.

The new standard sets out to complement the existing profiling process, where pupils record their best achievements in line with the Perth and Kinross Skills Framework as well as take into consideration the new Career Education Standard. Gathering all the evidence of achievements in one place allows pupils to

begin to build the foundation of their first CV. Engaging in regular learning conversations provides them with valuable opportunities to practise talking about their skills in preparation for the supporting statements and interviews required to move into a positive destination post-school.

Aligned with a Curriculum for Excellence, the Council continues 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 within the awards have to plan and identify personal goals leading to an increase in confidence, an increase in skills and an increase in independent thinking.

In 2015/16, young people participated in the Duke of Edinburgh Award, Youth Achievement Awards, Dynamic Youth Awards and the Saltire Award. Participation rates are increasing, and reflect a more targeted approach to achievement awards and a slight change of emphasis to working with young people who need more intensive support to complete achievement awards.

In primary schools there are a variety of opportunities for personal achievement. For example, a number of schools utilise Visible Planning which requires teachers to identify planned learning in the context of personal achievement. Some schools have developed wider achievement programmes linked to the four capacities or skills articulated in the PKC Skills framework - Successful learner, confident individual, responsible citizen and effective contributor.

Learners' achievements are being recognised and shared in a number of ways, including the use of achievement walls, portfolios of learning, the P7 profile and social media. This not only values learners' achievements, but also enables teachers and schools to monitor and track participation in wider achievement in order to provide opportunities and support where required.

Across all Perth & Kinross secondary schools, S5 pupils have an opportunity to take part in the **Sports Coaching** Project. In June, new intake S5 pupils gain coaching and first aid qualifications in a chosen sport, supported by Active Schools and the Gannochy Trust. They then volunteer throughout the year to deliver extra-curricular activities for younger pupils or

at local sports clubs. The experience also counts towards the Sports Leader, Duke of Edinburgh and Saltire Awards.

Attendance: We work in partnership with parents, children and other stakeholders to ensure that, wherever possible, all children enrolled in our schools receive an education that offers the opportunity for children to maximise their potential. All schools monitor the attendance of children and young people within their establishments, and effective systems are in to identify patterns of absence and act appropriately to address emerging issues.

Attendance levels have dropped slightly since last year, though the difference is less than 1%. Compared to the secondary sector, attendance over the past three years has been consistently higher in the primary and special sectors.

Table 6: % Attendance

	2013/14	2014/15	2015/16
Primary	95.7	95.4	95.3
Secondary	92.5	91.8	91.5
Special	94.2	95.6	95.3
Total	94.3	93.9	93.7

Source: SEEMIS

We recognise that in order to raise attainment for all and close the poverty-related attainment gap we must work with our families and communities, including ensuring greater attendance at school for more young people facing adversity.

Key to improving attendance are positive relationships, a sense of belonging and a meaningful participation through the curriculum. Identifying and addressing issues early is critical. Schools are also proactively working with a range of partners and other agencies to improve attendance at school.

Exclusions: Exclusions from primary schools have increased compared to last year with a continued decrease in secondary schools. The overall number of incidents continues to drop. The rate of exclusion in the secondary sector is consistently higher than in the primary sector.

Table 7: Number of Exclusion Incidents

	2013/14	2014/15	2015/16
Primary	96	94	111
Secondary	397	386	362
Total	493	480	473

Source: SEEMIS

The number of pupils involved in exclusions is small, and represents a small proportion of the overall school roll.

Table 8: Pupils excluded (% of roll)

	2013/14	2014/15	2015/16
Primary	60 (0.6%)	60 (0.6%)	77 (0.8%)
Secondary	235 (3.1%)	221 (2.9%)	205 (2.7%)
Total	295 (1.7%)	221 (1.2%)	205 (1.2%)

Exclusion is an important, but infrequently used measure. We continue to support the ongoing development of approaches to ensuring the social and emotional wellbeing of children and young people.

Development of restorative approaches across schools has continued. Working collaboratively with Education Scotland and local consultants, six champions training opportunities were delivered resulting in over 100 champions able to deliver training to staff in their schools. The training, using locally adapted materials and resources, was evaluated as being very high quality.

To support longer-term sustainability of the approach, training was also delivered to others working with children and young people, such as Youth Services and Intensive Support team staff. A needs analysis was undertaken in relation to other staff groups and training will be provided during 2016-17 as well as further networking sessions and ongoing support for champions.

Support has been provided to a pilot school to develop restorative peer mediation, with a view to sharing practice during 2016-17. A short life working group of relevant staff has been identified to consider adaptation of restorative approaches for use with the full range of children with additional support needs, and this group will produce guidance and materials during 2016-17.

Self-evaluation of implementing Restorative Approaches has taken place in schools, as well as evaluation information gathered through the champions' networks, and this will be repeated in 2016-17.

Partners from Education Scotland and University of Edinburgh have recognised the planning and implementation of Restorative Approaches in Perth and Kinross as an example to other authorities.

Lifelong Learning: Development of adult literacies skills in Perth and Kinross currently focuses on employability and work, financial skills, learning for families and for wellbeing.

In 2015/16 the Adult Literacy & Numeracy Partnership delivered 5,811 session hours to 929 adults who learned new literacies skills, strengthened the existing ones or decided what else they might want to learn in order to understand and shape the world they live in.

Lifelong Learning is delivered within Perth & Kinross by the Adult & Family Learning Team which includes the Learning Curve and P&K Adult Literacies Workers.

Our approach is informed most recently by Adult Learning in Scotland: Statement of Ambition (2014) which has 3 core principles: that learning should be lifelong, that adult learning should be life wide, and adult learning should be learner centred. A key feature of provision is to empower and support adults to develop the knowledge, skills, confidence and creativity needed to make positive life choices, support economic growth, enhance health and wellbeing, participate in their local communities and take social action. Activities are planned in localities, respond to local needs and are delivered with both internal and external partners.

In 2015/16 we worked with 201 people involved in Family Learning; 309 people involved in Parenting programmes; 290 Adult Learners; 221 Employability Skills learners; 371 Adult Literacies learners; 380 ESOL learners.

The Learning Curve in AK Bell Library is an administrative centre for Adult Literacy and Numeracy (ALN) Partnership and the English for Speakers of Other Languages (ESOL) Network. Their key objective is to provide

adult literacies and ESOL learning opportunities so that "every citizen in Scotland has literacies capabilities necessary to bridge the poverty gap, to understand and shape the world they live in, and to enjoy the rich knowledge and benefits that being able to read, write and use numbers can bring" (Strategic Guidance for Adult Literacies in Scotland 2020)

In 2015/16 the project's main focus was to support individuals in development of their skills for employment, managing finances, family learning and learning for wellbeing. In 2015/16 the organisations which form the ALN Partnership collectively delivered 5,811 session hours to 929 adults, 60% of whom were age 25-50 and 26% age 50+.

Case Study: Intergenerational Practice

South Perth Community Partnership and Perth High School IT Project

This project brought together Perth High School pupils and members of the South Perth community to work together and share relevant skills. S6 School pupils shared knowledge relating to new technologies, social media and IT whilst the community members shared skills in baking and craft making.

11 group sessions were held in total when everyone worked together and another was held to evaluate the project and agree proposals for the next year's activities. The long term plan is to run this project with school pupils every academic year. It is hoped that in time this will assist in challenging isolation for certain older community members, help challenge stereotypes between older and younger people and promote positive images of people of all ages.

The project won an award at the Generations Working Together national recognition award ceremony 2016.

"I think it's a great idea to have young people working with elderly people to try to get rid of assumptions and stereotypes about both generations." (Pupil)

"Every one of the folks from Craigie and Moncreiffe has spoken very highly of their experience and don't really want to stop" (Participant)

Supporting People to Lead Independent, Healthy and Active Lives

Improving the quality of life for individuals and communities remains a key priority. Education and Children's Services have a key role in supporting children, young people and families to make positive choices in relation to their health and wellbeing.

We deliver a broad range of activities which help children, young people and families make positive choices in relation to their health and wellbeing.

Wellbeing: Evidence2Success surveys conducted in 2013 identified that almost 10% of young people aged between 11-15 years reported issues relating to poor emotional wellbeing. When interrogated further this data showed that 15% of the girls and 4% of boys between 11-15 years reported these issues. In response to the need to improve this outcome the **Emotional Wellbeing Collaborative** was launched at a Learning Session in Perth in June 2016. This initiative, the first improvement collaborative approach focused on emotional wellbeing in Scotland, will deliver the improvement sought by:

- Building resilience and coping skills in young people;
- Up-skilling parents, carers and practitioners to support young people to have positive emotional wellbeing and manage minor mental health issues, enabling more young people to live happy and healthy lives in the community and at home; and
- Positively influencing culture change across services for children and young people in Perth and Kinross to increase the promotion of good health and wellbeing for all.

The Collaborative uses an evidence-based improvement methodology to bring together services and local people to work collectively and increase the impact of improvement in prevention and response to the concerns of young people. Members of the Collaborative include staff from Education, Services for Children, Young People and Families, Health services such as School Nursing and Child and Adolescent Mental Health Services, and a range of third sector agencies. As well as drawing together this group of professionals,

work is underway to engage young people, parents and carers to engage with and inform the activity that the collaborative will focus on. Key areas currently being developed as improvement projects include Peer Support, use of Growth Mindset theory and Family Learning programmes.

The uptake of **Free School Meals** is at an all-time high of 64% in Primary and 58% in Secondary, up from 44% and 32% respectively in recent years. The introduction of universal Free School Meals for P1-P3 has resulted in an uptake of 81% in P1-P3. Development of meal provision has continued, including the introduction of a fourth menu option, the replacement of the main food servery at Blairgowrie High School, reconfiguration of the kitchen at Inchtute and the introduction of online payments for school meals.

28 Primary schools in Perth and Kinross currently take part in the **Daily Mile**, an initiative to encourage children to go out for around 15 minutes each day and run/walk in the fresh air, to improve children's physical and mental health and wellbeing.

The benefits include improved fitness, reductions in obesity, improved focus in the classroom, sociable benefits from a new social environment and an awareness of health and wellbeing among children. Parents report that children, sleep better, eat better and do more exercise with the family.

Family Clubs offer parents/carers and children the opportunity to take part in activities designed to enable them to build positive relationships and to learn together. Through a programme of activities families learn about healthy lifestyles, eating choices, the importance of play and being physically active together, as well as developing more supportive family relationships and appreciating the opportunity to spend quality time together.

Family Clubs also assist with reducing social isolation by enabling families to develop the skills to establish and maintain support networks within their own community. Families establish relationships with local staff who provide them with support, information and signposting to other services and learning opportunities or support them in their journey into volunteering or employment. Many parent/carers go on to access other learning programmes which will help them to support their child's learning including: literacies and core skills groups, Parents groups, Parents Early Education Partnership (PEEP) Groups, Incredible Years and Strengthening Families programmes.

This year has seen significant progress in delivering high quality **physical education** in Primary schools. Supported by Career-Long Professional Learning sessions, teachers have been able to broaden and enhance their skills, knowledge and confidence. There has been a focus on schools with pupils from areas of deprivation, developing pupil confidence, self-esteem and engagement through an enhanced quality P.E. experience.

Engaging with Service Users

This section of the report presents an overview of how Education and Children's Services engages with stakeholders to inform service development and improvement.

Education and Children's Services are engaged in a number of **transformation** projects aimed at improving services that are delivered and the efficiency of how his happens. **Consultation** with a board range of stakeholders is crucial to the success of these projects, including with parents, children and young people, staff, partner organisations and communities/ citizens.

A variety of processes are used to engage with children, young people, their families and carers around vulnerability and protection, including the annual **How Good is Our School at Helping Me to Stay Safe Survey**. This year over 4,800 primary and secondary pupils took part, from across Perth and Kinross schools. 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.

Schools use a variety of techniques to gather views from pupils, parents and carers. We actively engage with the parents of children in schools. Parents are involved in Extended Learning and Achievement visits and a range of partners are involved in locality evaluations around the learning community.

Buiding on consultation undertaken in 2014, work continued in 2015/16 to plan for further consultation with parents/carers on current and future **early years and childcare** provision. This has recently been completed.

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.

In addition, Elected Members are invited to attend all public meetings held after the publication of an inspection report. Parent's views are sought before, during and after all Additional Support Needs (ASN) meetings to determine satisfaction in process and procedures and parents views are also sought during *Navigate* reviews.

In March 2016, the **recruitment** process for Headteacher and Depute Headteacher posts was reviewed and provided 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.

The Council's **Complaints Handling Procedure** involves a two stage process: Frontline Resolution (FLR) and Investigation. Most FLRs are dealt with at the point of service delivery and usually concern issues around dissatisfaction with the service delivered or a member of staff. Investigations are usually concerned with more serious matters or where an FLR has not been resolved. 2015/16 has seen another rise in the recording of FLRs, mainly due to further embedding of the recording of complaints within our schools. Only 8% of FLRs were escalated to Stage 2, indicating the effective early resolution of complaints by ECS staff at the FLR stage.

ECS complaints are activity scrutinized and monitored by Heads of Service through weekly reports for Stage 2 Investigations and monthly reports for Stage 1 FLRs.

Improvements identified through complaints investigation are dealt with by the senior manager responsible for that service area. This is an important part of the process, as it can help us learn from a complaint, reduce the possibility of a similar complaint arising and can lead to improved customer satisfaction with our services. Complaints performance is reported to Education & Children's Services Senior Management, who monitor compliance

with timescales and examine any emerging trends within areas of our Service.

Social Work Complaints

The Public Services Reform (Social Work Complaints Procedure) (Scotland) Order 2016 brought social work complaints handling into line with other local authority complaints handling by bringing it under the remit of the Public Services Reform (Scotland) Act 2010. Under the Act, the SPSO has the authority to lead the development of model complaints handling procedures (CHPs) across the public sector. Therefore, from 1 April 2017, Social Work complaints handling will be brought into line with the existing Local Authority Complaints Handling Procedures, with the aim of implementing a consistent process for customers to follow which makes it easier to complain, ensures staff and customer confidence in complaints handling and encourages making best use of lessons learned from complaints. The new Social Work CHP will have timescales of: Stage 1 FLR (5 working days and up to 15 working days in exceptional circumstances) and Stage 2 Investigation (20 working days).

More detailed information on complaints is contained in Appendix 2.

How Well Do We Improve the Quality of Our Work?

This section of the report presents an overview of Education and Children's Services' capacity for improvement.

Developing, managing and improving partnerships

We have a strong focus on developing, managing and improving partnerships at both strategic and operational levels. This is based on a long history of our Community Planning Partnership organisations working together to deliver better outcomes for children, young people and families through a joint approach to the strategic planning and commissioning of children's services. Over the years this has been evident in our effective delivery of improvement in areas such as early years, child protection, managing transitions for children and young people with complex disabilities and parenting.

Delivering improvement through partnership working and use of improvement science has been integral to enhancing outcomes for children and young people through Evidence2Success and the Early Years Collaborative. This will be further developed in the newly formed Emotional Wellbeing Collaborative established to improve the emotional wellbeing outcomes of young people in Perth and Kinross. This initiative builds on existing relationships between the Educational Psychology Service and Child and Adolescent Mental Health Services (CAMHS) from NHS Scotland who meet to review working links to ensure effective practice in working with children, young people and families.

The leadership and commitment of the Children, Young People and Families Partnership has been integral to our robust partnership achievements and supports a strong joint health and social care approach within services for children and young people in Perth and Kinross.

Inclusion, equality and fairness in service delivery

The ECS **Equality Working Group** is chaired by the Director (Education and Children's Services), and meets regularly to discuss a range of equality issues including health inequalities, LGBTI, Corporate Parenting, and

attainment. ECS is a member of Stonewall's Education Champions Programme which has enabled training sessions to be delivered for teaching staff, Train the Trainer courses, attendance by group members to Education Conference and advice on our anti-bullying strategy. The Working Group is also using Stonewall's Education Equality Index as a self-evaluation tool.

Information and good practice is shared across services with representation also at the Community Equality Advisory Group and Equality and Diversity Member Officer Working Group.

A Review of **Inclusion Services** is underway aiming to ensure that children and young people with additional support needs are provided with the most effective service within a reduced budget with a focus on preventative spend. The review aims to reduce duplication of services, to improve integrated working and to improve holistic outcomes for children, young people and families through GIRFEC principles.

AllStars is a specialist educational provision that aims to transform the lives of children and families affected by severe social, emotional and behavioural difficulties. It enables children who are significantly disadvantaged by life circumstance to divert their futures towards positive outcomes.

A revised service model of Allstars has resulted in the team providing support to a larger number of children, rising from 8 children in 2014-15 to 13 children in 2015-16. The service reports increased engagement with school and increased self-confidence among the young people that they work with, and the development of support skills for the staff involved.

Leadership

We have a clear commitment to the development of leadership at all levels within schools and within this; the specialist role of Headteachers is recognised as significant in the development and performance of a school.

Aspiring and new Headteachers are supported to develop and continue to build the necessary knowledge, skills and understandings required of senior leaders through the **Into Headship Programme**. This offers masters level learning in liaison with Dundee University and Scottish Centre for Education Leadership.

There are currently four staff studying within the first cohort and six within the second cohort.

We look forward to cohort one successfully completing their studies this session having developed their strategic leadership and management competencies as specified within the Standard for Middle Leaders and Head Teachers.

Since 2013, all newly appointed Headteachers (HTs) have undertaken the ECS **Leadership Development and Induction Programme** (LDIP). The programme supports HTs to better understand and develop their role, responsibility and accountability as a senior officer within the Council and leaders of their communities. The LDIP also encourages experienced HTs to opt-in to relevant aspects of the core programme to revisit and enhance their leadership practice. The Programme was awarded the Scottish College for Educational leadership (SCEL) Endorsement in October 2015.

The new Perth and Kinross **Strategic Leadership Development Programme** (SLDP) was developed through 2016 for launch in October, and presents Senior Executives with the relevant knowledge and strategic thinking to enable them to provide a clear and future focused direction for Perth & Kinross Council. The philosophy of the programme is based on the Learn, Innovate, Grow approach. A blended learning approach will include 4 Masterclasses, Reflective Conversations, Action Learning Sets, a 360° diagnostic and an Organisational Raid.

The Organisational Raid will take place with a selected organisation that is experiencing or has experienced similar challenges to those of Perth and Kinross Council and will provide

learning and insights that can be transferred. The programme will help to “future proof” the organisation by contributing to the leadership development of Senior Managers.

Workforce / Professional development

In order to build **workforce** capacity at a time of significant demand both locally and nationally across the early years and childcare sector the post of Play Assistant was introduced within local authority nurseries. Play assistants support Early Childhood Practitioners and teachers in their daily work with children and with ancillary tasks. This ensures staff/child ratios are met at all times and supports different models of delivery of Early Learning and Childcare.

The recruitment of these play assistants opened up employment opportunities across Perth and Kinross and attracted both qualified staff and also entrants to the early years and childcare sector who wished to gain paid work with the Council, at the same time as studying towards a professional work-based qualification. This has reinforced career development opportunities for existing PKC employees who undertook career changes.

In January 2016, The **Learn to Teach Programme** saw 14 Council employees begin on an 18-month professional graduate programme delivered by the University of Dundee. The programme comprises of two main components (academic and professional) for primary education and certain subjects for secondary education which are expected to be in the hard to fill subjects.

The professional component has been undertaken in Perth & Kinross Council schools through three 6-week student placements which are supported and assessed. Once the programme has been successfully completed, individuals will be assigned a probationary teaching position within the Perth and Kinross area.

The aim of the programme is to give Council employees already committed to working in Perth and Kinross the opportunity to become teachers in schools across Perth and Kinross. We look forward to welcoming these employees into teaching on successful completion.

The **Future Leaders and Managers Programme** involved 11 candidates in its first year. The Programme is open to all Education

and Children's Services staff who aspire to move into a leadership in the future. The programme focusses on the role of the leader and includes information about leadership styles, values and how to motivate your team. Each candidate is involved in undertaking a work based project to exemplify their learning in the workplace.

On successful completion of this programme, candidates are awarded the Chartered Management Institute certificate at SCQF Level 6 in Leadership and Management from Perth College UHI. Building on the success of the first year, 21 candidates are now involved in the second year of running.

I found the day both informative and enjoyable. I could correlate almost every part of the discussions and topics during the day to my current job. I think I am going to find this course a worthwhile tool to enable me to become a better leader.
Future leaders programme participant

Throughout the year, comprehensive learning sessions for **Headteacher, Deputes and Principal Teachers** are held. These help give information and support regarding current national developments, priorities and expectations, updates on key PKC support resources, and also provide time for colleagues to reflect and discuss their learning and further develop connections and networks.

In 2015/16 the following topics have been covered in these sessions, amongst others:

- Closing the Attainment Gap / Raising Attainment Strategy 2016-2019
- Tracking and monitoring
- Children and Young People's Act 2014/ Child's Plan/ GIRFEC
- Exclusion & Restorative Approaches
- Locality Working
- National Improvement Framework
- School Improvement Planning & HGIOS4
- Leadership for Learning
- Literacy and Numeracy
- The Daily Mile
- HT/ DHT Recruitment

School Improvement Services have supported schools to prepare to engage positively with the inspection process. Headteacher and Depute Headteacher/Principal Teacher Development Days have provided information,

support and guidance about changing expectations, processes and themes of Education Scotland Inspections. Since 2012, an additional day has been held to support HTs to lead and manage the inspection process.

Colleagues from schools recently inspected are invited to share specific actions, evidence and strategies that were evaluated as very good or better. Headteachers and Improvement Services Officers who are Education Scotland Associate Assessors share the key themes arising from their work with inspection teams.

Head teachers across Perth and Kinross, Angus and Dundee Councils joined together in Triad groups for a second year, sharing effective approaches and good practice across Councils.

Eight Head teachers from Perth and Kinross participated in the groups, which supported their own career-long professional development and also the improvement work of their schools. The Triad groups found areas of similarity or interest to focus on and then worked together to share their schools' and Councils' approaches and practice. Head teachers also recommended literature and research to share with school teams. School visits allowed Headteachers to see improvement work in action.

I found working in the inter-authority triads very inspirational. The experience has broadened my experience and my capacity to support other head teachers in my new role.
Head teacher participant

Continuous Improvement

Online payments through ParentPay were introduced during the session, to provide parents and carers with more convenient and flexible methods of payment for all school related products and services, to reduce the administrative burden of cash handling, processing and reconciliation, to improve security for pupils and staff members and to improve reporting and audit processes.

The costs of processing cash and cheque transactions are around three times the costs of processing online transactions so introducing an online school payments solution

offers the opportunity for the Council to reduce these costs by a significant amount.

Self-evaluation continues to inform improvement and planning using a range of 'How Good is...' tools. Our continuing focus will be on evaluating: *How well do we deliver on outcomes? How well do we support individuals and communities? How well do we improve the quality of our work?*

The school improvement process is well established and is delivered through our School Improvement Framework. All schools evaluate the quality of their provision against the quality indicators in How Good Is Our School?⁹.

In March 2016 the Education Psychology Service underwent a **Validated Self-Evaluation** with Education Scotland. The EPS found this to be a very useful process that supported authentic dialogue with stakeholders.

Education Scotland validated the service's self-evaluation, stating 'has a very comprehensive and rigorous self-evaluation process which is used very effectively to inform practice and ensure continuous improvement. It has the management capacity to continue to make significant contributions to improving learning and teaching and reducing inequality'.

The Service recognises the need to continue to embed self-evaluation as a systematic, continuous process and to continue to improve evidence, ensuring that evaluations are focused on outcomes.

All schools now have access to **an Attainment Suite**, which provides a variety of data sources and tools which enable school teams to interrogate, analyse and compare their performance at year group, school, Local Management Group (LMG) and authority level. This information can be filtered in many different ways, for example, by SIMD, ACORN, gender and curriculum areas. School Senior Management Teams report that they find this extremely useful, in particular for use in moderation activities and for presenting performance information in a range of ways to a variety of audiences.

The service is 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.

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 service projects which include:

- Expansion of Family Based Care
- Securing the Future of the School Estate
- Review of Community Campuses
- Review of Inclusion Services
- Review and remodelling of Residential Care Services (Children and Young People)
- Review of Working Week Arrangements in Schools

⁹ A new inspection regime was introduced by Education Scotland in August 2016, at the end of the reported session.

Appendices

Appendix 1: Education Scotland Inspection of Schools, Overview by Performance Indicators

Pre-School	Satisfactory or Better									
	2011/12		2012/13		2013/14		2014/15		2015/16	
	No.	%	No.	%	No.	%	No.	%	No.	%
Improvements in performance	5	100	7	100	5	100	3	100	5	83
Children's experiences	5	100	7	100	5	100	3	100	6	100
Meeting learning needs	5	100	7	100	5	100	3	100	6	100
The curriculum	5	100	6	86	5	100	3	100	6	100
Improvement through self-evaluation	4	80	5	71	5	100	3	100	6	100
Total Number of Quality Indicators	25	-	35	-	25	-	15	-	30	-
Total Number of Inspections	5	-	7	-	5	-	3	-	6	-

Good or Better										
2011/12		2012/13		2013/14		2014/15		2015/16		
No.	%	No.	%	No.	%	No.	%	No.	%	No.
5	100	7	100	5	100	3	100	5	83	83
5	100	7	100	5	100	3	100	5	83	83
5	100	7	100	5	100	3	100	5	83	83
4	80	5	71	4	80	3	100	5	83	83
4	80	4	57	4	80	3	100	5	83	83
25	-	35	-	25	-	15	-	30	-	-
5	-	7	-	5	-	3	-	6	-	-

Primary	Satisfactory or Better									
	2011/12		2012/13		2013/14		2014/15		2015/16	
	No.	%	No.	%	No.	%	No.	%	No.	%
Improvements in performance	5	100	6	100	3	100	4	100	4	80
Learners' experiences	5	100	6	100	3	100	4	100	5	100
Meeting learning needs	5	100	6	100	3	100	4	100	5	100
The curriculum	5	100	5	83	3	100	4	100	5	100
Improvement through self-evaluation	4	80	5	83	3	100	4	100	5	100
Total Number of Quality Indicators	25	-	30	-	15	-	20	-	25	-
Total Number of Inspections	5	-	6	-	3	-	4	-	5	-

Good or Better										
2011/12		2012/13		2013/14		2014/15		2015/16		
No.	%	No.	%	No.	%	No.	%	No.	%	No.
5	100	5	83	3	100	3	75	4	80	80
5	100	5	83	3	100	4	100	4	80	80
5	100	4	67	3	100	4	100	3	60	60
4	80	5	83	3	100	4	100	4	80	80
4	80	4	67	3	100	4	100	4	80	80
25	-	30	-	15	-	20	-	25	-	-
5	-	6	-	3	-	4	-	5	-	-

Secondary	Satisfactory or Better									
	2011/12		2012/13		2013/14		2014/15		2015/16	
	No.	%	No.	%	No.	%	No.	%	No.	%
Improvements in performance	2	100	2	100	2	100	0	0	0	0
Learners' experiences	2	100	2	100	2	100	0	0	0	0
Meeting learning needs	2	100	2	100	2	100	0	0	0	0
The curriculum	2	100	1	50	2	100	0	0	0	0
Improvement through self-evaluation	1	50	1	50	2	100	0	0	0	0
Total Number of Quality Indicators	10	-	10	-	10	-	0	-	0	-
Total Number of Inspections	2	-	2	-	2	-	0	-	0	-

Good or Better										
2011/12		2012/13		2013/14		2014/15		2015/16		
No.	%	No.	%	No.	%	No.	%	No.	%	No.
2	100	1	50	2	100	0	0	0	0	0
2	100	1	50	2	100	0	0	0	0	0
2	100	1	50	2	100	0	0	0	0	0
1	50	1	50	2	100	0	0	0	0	0
1	50	1	50	2	100	0	0	0	0	0
10	-	10	-	10	-	0	-	0	-	-
2	-	2	-	2	-	0	-	0	-	-

Source: Education Scotland Inspection Reports. Inspections analysed above by date of inspection.

Appendix 2: Complaints

Table 1: Stage 1 - Frontline Resolutions (FLRs) complaints

Number of FLR complaints		2015/2016	
Total		437	
Resolved at Stage One		403	
FLR Complaints by Category			
Communication		35	(8%)
Employees		90	(20.5%)
Equalities		2	(0.5%)
Other		79	(18%)
Policy and Procedure		78	(18%)
Service Provision		153	(35%)
FLR Response Rate			
% complaints given full response within 10 working days		78%	
FLR Outcome			
Not Upheld		168	(38%)
Partially Upheld		61	(14%)
Upheld		131	(30%)
Not Disclosed		77	(18%)
Ongoing		0	0

Table 2: Stage 2 – Investigations

Number of Investigations		2015/2016	
Total		36	
Number of Investigations by Category			
Communication		2	(5.5%)
Employees		5	(14%)
Equalities		0	0
Other		5	(14%)
Policy and Procedure		22	(61%)
Service Provision		2	(5.5%)
Investigations Response Rate			
% complaints given full response within timescale (20 working days)		25%	

Formal complaints can take longer than 20 working days to investigate and respond to. This is primarily due to the complexity of the complaint and school holidays. For example, complaints can involve multiple interviews (teachers, pupils, support staff, complainants and other witnesses) and the gathering of information from a range of sources. During the process, the complainant is kept fully informed of the progress of the investigation, the reason(s) for any delay and the revised response date. Whilst the Service endeavours to meet the response timescale, priority is given to a full and robust investigation with an emphasis on resolving the complaint where possible.

Total number of Investigations Complaint Points	Outcome				
	Not Upheld	Partially Upheld	Upheld	Not Investigated	No Conclusion
142	87 (61%)	22 (15.5%)	12 (8.5%)	4 (3%)	17 (12%)

Table 3: Formal Complaints: Social Work

Number of Complaints escalated to Stage 2

11/12	12/13	13/14	14/15	15/16
2	5	5	3	10

Complaints by Category

Category of Complaint	Complaints per category				
	11/12	12/13	13/14	14/15	15/16
Service Delivery	1	1	0	0	3
Staff attitude / performance	1	2	5	2	2
Service Delivery and Staff attitude / performance	0	2	0	0	1
Customer Service Standards	0	0	0	0	1
Inadequate Service	0	0	0	1	2
Disputed Decision	0	0	0	0	0
Failed Service request	0	0	0	0	0
Policy / Procedure	0	0	0	0	0
Refusal of Service	0	0	0	0	0
Disputed Assessment	0	0	0	0	0
Officers' conduct	0	0	0	0	1

Response Rate - % of complaints acknowledged within timescale

11/12	12/13	13/14	14/15	15/16
100%	100%	100%	100%	90%

Number of complaints escalated to Complaints Review Committee

11/12	12/13	13/14	14/15	15/16
1	0	1	0	1

Social Work complaints have a response timescale of 28 calendar days. This will change to 20 working days from April 2017 when social work complaints come into line with Local Authority complaint handling procedures.