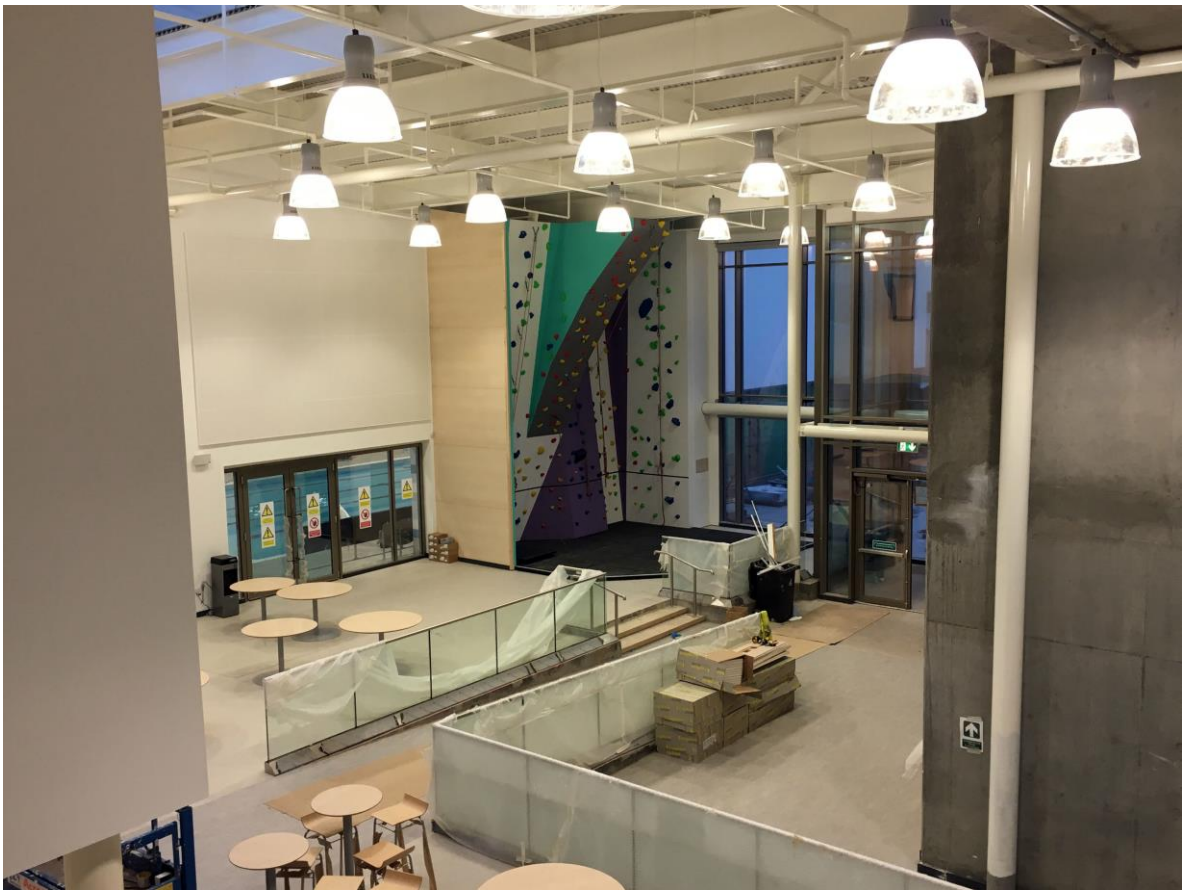
CHILDREN AND LEARNING DIRECTORATE

DIRECTORATE IMPROVEMENT PLAN 2016/2019



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Foreword

1 As we start this new year with greater clarity, a greater determination to succeed and a renewed commitment to provide services, with and for, our children & young people, we want to raise the ambitions of our young people so they can compete in a global economy.

2 March 2016 will see the transition from the People Directorate to the Children & Learning Directorate. Adult and Older People's Services will become part of a new Integrated Joint Body for Health& Social Care. This will be led by Vicky Irons, Angus' Chief Integrated Officer. Children's Social Work; Education and Criminal Justice Services remain under my leadership. In preparation for the reshaped directorate we have been working on our statement of ambition, values and behaviours.

3 Early in 2016, this will be finalised around the four points of a compass:

- North – our commitment to the young people of Angus
- South – our commitment to improve
- West – management's commitment to our staff
- East – expectations of all our staff in relation to our values and behaviours

4 Children & Learning Committee report 435/15 sets these out in more detail.

5 For me, the statement of ambition sets out our clear purpose. It outlines our values and expected behaviours and respects the qualities of our multidisciplinary team. It invites us to work across what has been seen as distinct boundaries, whether departments or disciplines. It will be through such levels of inter-working, that new insights and opportunities will open and see increased benefits for our children and young people.

6 2016 brings a further opportunity to embed Getting it Right for Every Child into all our practice. Our statement of ambition will guide our approaches and provide our narrative for improvement. As such, I look forward to another successful year despite a drive for ever- faster change, increased expectations and advancements of new technologies and the current adverse economic climate.

7 We are a strong workforce who have demonstrated an ability to adapt and succeed because of our dedication to the citizens of Angus. As we reshape into new teams around Adults & Older People and Children & Learning, there is every reason to believe we will remain resilient and effective.

Margo Williamson
Strategic Director – Children and Learning

Introduction

8 The vision of Angus Council is that:

'Angus is a place where a first class quality of life can be enjoyed by all'

9 Behind this vision is a set of core values, attitudes and behaviours that underpin the work of the Children and Learning Directorate.

10 To ensure that we maximise our contribution to the Council's vision, we will have an unrelenting and ambitious focus on improving outcomes for all of those who use our services. This will directly benefit the recipients of our services, but will also have a wider impact on families and communities throughout Angus.

11 We will maximise opportunities for all by adopting preventative approaches, intervening as early as possible, and in all situations personalising services to meet the needs of each individual.

12 We will ensure that our processes are conducive to improving outcomes by listening attentively to all feedback that we receive; by continuously improving the quality of our services and systems; and by reviewing, challenging and streamlining our practices and procedures.

13 We will encourage - and hold each other accountable for - the following values and behaviours:

We will continuously seek to improve our services.
We will act with honesty and integrity at all times.
We will act responsibly and will be accountable for our actions.
We will do what we say and do it well.
We will acknowledge when we get things wrong.
We will promote equity and tackle discrimination and disadvantage.

14 We expect these values and behaviours to be evident in the way that we engage with service recipients, colleagues, partners and the communities and citizens of Angus.

15 In January 2016 the Scottish Government published the National Improvement Framework (NIF) for Scottish Education. The Framework sets out the current national priorities for improvement in Scottish education namely:

- improvement in attainment, specifically in reading, writing and numeracy
- closing the attainment gap between the most and least disadvantaged
- improvement in children and young people's health and wellbeing
- improvement in sustained school leaver destinations for all young people.

16 The four priorities in the NIF align closely with the Children and Learning Directorate's commitment to improve within our statement of ambition.

Introduction

Preparing this plan

17 We have identified three priorities for the period covered by this plan. These are:

- Raise the achievement and attainment of all our children and young people
- Provide positive, nurturing and inclusive environments to support learning and development
- Ensure that our ambitions and our resources are fully aligned

18 We have explained why these priorities are important to us at this time.

19 Within each priority there are some more specific objectives. For each of these we have described:

- what success will look like
- what targets will we set for improvement
- what actions will we take to improve and
- what risks we face in this area.

20 There are some Local Government Benchmarking Framework (LGBF) indicators and some risks that do not align with our three priorities. These items have been included in appendices. This will ensure that we report publicly on the LGBF and that we have a comprehensive risk register for the directorate.

Priority 1 — Raise the achievement and attainment of all our children and young people

21 Our key focus is on improving outcomes and life chances for our children and young people. This is what we mean in Angus when we state that we wish to raise the attainment and achievement of all. This does not mean just focusing narrowly on exam results, but instead looking at achievement in its widest sense. As such, success is measured in attainment across all areas of the curriculum and through our schools' ability to demonstrate learners' achievements in relation to skills and attributes. Our learners are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities. As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.

22 Our south points which connect to this overarching priority are:

- We will increase the number of children positively engaged with school
- We will surpass the national attainment targets set for the Broad General Education (BGE)
- We will increase the number of our young people who leave school for sustained, positive destinations.

23 We want to ensure that all our children and young people have the same opportunities to succeed. This means ensuring that every child has the highest standards in literacy and numeracy and the right range of skills, qualifications and achievement to allow them to succeed. We want to support them to develop the skills they need to get on in the world. By improving educational outcomes for all our children and young people we can support them to become confident, successful, responsible and effective learners prepared with the knowledge, skills and attributes required to be successful adults.

Priority 1 Raise the achievement and attainment of all our children and young people

Objective 1 We will increase the number of children and young people who are positively engaged with school

What will success look like?

24 Positive engagement with school provides the foundation for ensuring the achievement of our children and young people. At the core of this is the need to focus on the development of productive and meaningful student and teacher relationships. Our schools understand the importance of relationships in supporting effective learning experiences. Teachers also know and regularly use approaches to learning and teaching that are most likely to engage, motivate and challenge our children and young people. This includes clear instruction, active learning and targeting feedback to ensure that students know how they are doing, what they need to do next and how they are going to get there. Successful schools encourage attendance, take early action to prevent non-attendance and promote aspects of a growth mind-set where the value of effort is recognised and mistakes help shape the learning journey. Success requires a focus on excellence and equity. Positive engagement allows children to make progress in their learning, taking ownership of it and understanding their next steps. An optimal level of challenge in the learning process supports children and young people to achieve success and have the knowledge, skills and support to make positive choices.

How will we know?

Targets

Table 1 – targets for improving the % of children and young people engaged with school and for levels of parental satisfaction with our schools.

	2016/17	2017/18	2018/19
Increase the percentage of children and young people reported to be positively engaged with school from 60% (baseline 2016) to 80% by 2018, as measured by Dartington Research.*	n/a	n/a	80%
% of Parents satisfied with local schools as measured by Education Scotland Inspection Surveys	75%	80%	80%

25 *The intention will be to repeat the Dartington research in 2018/19. However, in the meantime a basket of associated measures will be subject to on-going monitoring as indicators of improved engagement with school. This will include attendance and exclusion rates (including for vulnerable children and young people); anti - bullying and violence and aggression incidents and the outcomes from the annual pupil, parent and staff survey.

Priority 1 Raise the achievement and attainment of all our children and young people

Actions

Table 2 – Improvement actions and who will be involved

What	When	Managed by	Assigned to	Consult	Inform
Create Angus School Deal	July 2016	Head of Schools and Learning	Service Manager (Secondary)	SLT; Angus Parents Forum; Head Teachers; School staff; Pupil Councils	Children &Learning Committee
Evaluate Scottish Parent Teacher council (SPTC) pilot project with specific schools	Sept 2016	Head of Schools and Learning	Service Manager (Primary)	Parents and partners; SPTC; School staff	Children & Learning Committee; Head Teachers
Through small tests of change develop a programme to gauge positive pupil engagement	May 2017	Service Manager (Primary)	Schools and Learning Support Officer (HWB)	SLT; Head Teachers; Area Managers	QIOs; CAROs; School staff
Sustain attendance and exclusion rates	April 2017	Head of Schools and Learning	Service Manager (Secondary)	Head Teachers	Children &Learning Committee
Develop an Additional Support Needs (ASN) Parent Forum in each locality	June 2017	Service Manager (ASN)	Education Support Officer (ASN)	Parents; Head Teachers	Parents; Head Teachers
Use the Angus Standards in Health and Wellbeing (HWB) as a framework to support progress, and lead to better outcomes, for learners in 100% of Angus schools	June 2018	Service Manager (Primary)	Schools and Learning Support Officer (HWB)	Head Teachers	School staff
Implement ASN Training Strategy to ensure core competencies and standards in staff across localities	June 2018	Service Manager (ASN)	Principal Officer (ASN)	ASN Teachers; Support Staff; Head Teachers	ASN Teachers; Support Staff; Head Teachers

Risks identified

- Lack of engagement with school
- Inability to meet additional support needs locally
- Poor recruitment and retention of teachers leading to a lack of flexibility to ensure appropriate teacher implementation and moderation of Curriculum Standards.

(The assessment of risk appetite and scoring is included in the Directorate Risk Register on page 29.)

Priority 1 — Raise the achievement and attainment of all our children and young people

Objective 2	We will surpass the national attainment targets set out for the broad general education to ensure our children and young people meet and succeed at every curriculum level

What will success look like?

26 Almost all children and young people in Angus shall achieve the appropriate curriculum levels as they progress through the broad general education from pre-school to S3. Teachers will confidently assess all pupils in relation to their class / course work and report to parents on an annual basis their professional judgments as to whether each individual child / young person is secure at a level, on target to be secure at a level or if they require additional support with their learning.

How will we know?

Table 3 - Numeracy : Targets for % of pupils secure in numeracy at each curriculum level based on teacher professional judgement

Year*	Early level – P1	First level P4	Second level – P7	Third level – S3
2016/17	87%	85%	83%	81%
2017/18	88%	86%	84%	83%
2018/19	89%	87%	85%	85%

*Year dates refer to school session.

Table 4 - Literacy: Targets for % of pupils secure in literacy at each curriculum level based on teacher professional judgement

Year	Early level – P1	First level P4	Second level – P7	Third level – S3
2016/17	86%	83%	84%	86%
2017/18	87%	84%	85%	86%
2018/19	88%	85%	86%	87%

Risks identified

- Reduced attainment levels
- Poor recruitment and retention of teachers leading to a lack of flexibility to ensure appropriate teacher implementation and moderation of Curriculum Standards.

(The assessment of risk appetite and scoring is included in the Directorate Risk Register on page 29.)

Priority 1 Raise the achievement and attainment of all our children and young people

Actions

Table 5 – Improvement actions and who will be involved

What	When	Managed by	Assigned to	Consult	Inform
Develop Angus standards for modern languages	30 June 2016	Service Manager Schools and Learning (Primary)	Schools and Learning Support Officer (1+2)	Service Manager (Secondary)	QIOs
Develop Angus standards for sciences	30 Nov 2016	Service Manager (Secondary)	Schools and Learning Support Officer (STEM)	Service Manager (Primary)	QIOs
Implement Angus Developing Young Workforce Plan	30 April 2017	Head of Schools and Learning	Service Manager (Secondary)	Schools and Learning Support Officer (Professional Learning)	Head of Quality and Performance; Service Manager Quality
Use of Angus Standards in reading and writing as a benchmark to assess progress in 100% of Angus schools	30 May 2017	Service Manager (Primary)	Schools and Learning Support Officer (Literacy)	Service Manager (Secondary)	Service Manager Quality; QIOs
Review of quality of provision of learning in mental agility and mathematical computation via audit of current practice in 100% of schools and moderation of outcomes of audit through thematic review in 25% of schools	30 June 2017	Service Manager (Secondary)	Schools and Learning Support Officer (STEM)	Service Manager (Primary)	Service Manager Quality; QIOs
Develop an enhanced understanding of the progress of learners within all ten deciles of the Scottish Index of Multiple Deprivation at whole school and authority level	30 May 2018	Service Manager Performance	Performance Information Team manager	Head of Schools and Learning; Service Managers Schools and Learning	Head of Quality and Performance; QIOs; Head Teachers
Use of Angus Standards in Numeracy as a benchmark to assess progress in 100% of Angus schools	30 June 2018	Service Manager (Secondary)	Schools and Learning Support Officer (STEM)	Service Manager (Primary)	Service Manager Quality; QIOs
Deliver requirements of 1+2 modern languages initiative	30 June 2019	Head of Schools and Learning	Service Manager (Primary)	Schools and Learning Support Officer (1+2)	QIOs

Priority 1 Raise the achievement and attainment of all our children and young people

Objective 3 **We will increase the number of our young people who leave for sustained positive destinations**

What will success look like?

27 Our ambition is that all our young people move onto a positive destination on leaving school. To achieve this, we will provide flexible learning pathways that will increase the opportunities for young people in school, leading to improved staying on rates. We will strive to achieve an improvement in our leavers' average tariff score, overtaking the performance of our virtual comparator. For those young people who are at risk of missing out on a positive destination, we will target our resources to ensure that every appropriate opportunity is made available and that young people are supported to make the most of these opportunities.

How will we know?

Targets

Table 6 – Targets for improving the % of school leavers who progress in to sustained, positive destinations

	2016/17	2017/18	2018/19
Year on year increase in percentage of schools leavers entering an initial positive destination (LGBF)	94%	94.5%	95%
Year on year improvement in the percentage of young people achieving 5 or more qualifications at SCQF level 5 in S4	41.8%	43%	44.2%
Year on year improvement in the percentage of young people achieving 3 or more qualifications at SCQF level 6 in S5	35%	36.7%	38.4%

Risks identified

- Removal of Scottish Government funding to support Opportunities for All programme
- Failure of business and other partners to engage long term with schools

(The assessment of risk appetite and scoring is included in the Directorate Risk Register on page 29.)

Priority 1 Raise the achievement and attainment of all our children and young people

Actions

Table 7 – Improvement actions and who will be involved

What	When	Managed by	Assigned to	Consult	Inform
Increase Secondary School staying-on rates through improved flexible learning pathways in the Senior Phase	July 2017	Service Manager (Secondary)	Secondary Head Teachers	Teaching Staff; Parents	Young People; Parents
Improve Opportunities for All interventions for those who are at risk of not achieving a positive sustained destination, particularly for those with more than 1 post-school transition.	July 2017	Service Manager (Secondary)	Secondary Head Teachers	Schools & Learning Support Officer (OfA); Skills Development Scotland; DYW Schools Operational Group	School Leadership Pupil Care & Support; Young People
New programme of extended work related learning implemented across pathfinder schools (AngusWorks).	July 2017	Service Manager (Secondary)	Schools & Learning Business Liaison Officer	Secondary Head Teachers; DYW Schools Operational Group	Parents; Young People; Teaching Staff
Thematic reviews in secondary schools focus on local implementation of Developing the Young Workforce using HGIOS 4 (QIs 1.1, 1.4, 2.3, 2.7, 3.1 and 3.3).	July 2017	Head of Schools and Learning	Service Manager (Secondary)	Secondary Head Teachers; DYW Schools Operational Group	Teaching Staff
Programme of extended work related learning (AngusWorks) extended to all eight secondary schools.	July 2018	Service Manager (Secondary)	Schools & Learning Business Liaison Officer	Secondary Head Teachers; DYW Schools Operational Group	Parents; Young People; Teaching Staff
Positive action on gender imbalance in vocational opportunities.	July 2018	Head of Schools and Learning	Service Manager (Secondary)	Secondary Head Teachers; DYW Schools Operational Group	Parents; Young People; Teaching Staff
Industry standard qualifications embedded in the Senior Phase curriculum	May 2019	Head of Schools and Learning	Service Manager (Secondary)	Secondary Head Teachers; DYW Schools Operational Group	Parents; Young People; Teaching Staff
All schools have a wide range of business partnerships to support DYW.	June 2019	Service Manager (Secondary)	Secondary Head Teachers	Schools & Learning Business Liaison Officer; DYW Schools Operational Group	Parents; Young People; Teaching Staff

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ANGUS
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Easy To Get To

Active

Priority 2 — Provide positive, nurturing and inclusive environments to support learning and development

28 An over-arching priority for Directorate, and indeed a statutory duty, is to safeguard and promote the welfare of children and young people. What a child is achieving, or how healthy they are, may be linked to how safe, or respected, or included they feel. Recognising when a child needs support and being able to respond when a parent asks about *any* aspect of their child's wellbeing is important if we are to offer appropriate and effective support at the right time.

29 Fundamental to improving outcomes and life chances for all our children and young people is ensuring they are provided with positive, nurturing and inclusive environments that support their learning and development. Research clearly shows that a child's early years experiences, and even pre-birth, is a key part in determining their future outcomes. Positive early years' experiences give children the best start in life and as such it is essential that we support children and their families during the crucial stages from pre-birth to 8 years.

30 The Scottish Government are clear in their expectations that services for young children need to:

- Be child-centred, acknowledge children's views and actively involve children in meaningful ways in everyday decisions in the Early Learning and Childcare (ELCC) setting.
- Offer a nurturing and caring environment.
- Provide appropriate spaces to play and learn with a range of possibilities for children to develop their present and future potential.
- Be responsive to children's changeable interests and demands.

Scottish Government (2014) *Building the Ambition , National Practice Guidance on Early Learning and Childcare*

31 Where it is not possible or safe for child or young person to remain living at home the priority is to support them within an alternative family setting, either kinship care where possible or foster care, or within a residential care setting where this is necessary to meet their assessed needs. Where a child or young person requires statutory measures of care the local authority and partner agencies have specific corporate parenting responsibilities including the additional statutory responsibility to promote the wellbeing of looked after children and care leavers to enable them to achieve the best outcomes.

32 Where a child is vulnerable through either difficulties within the home environment, specific learning needs or family issues, we will work with a range of professionals within the child's locality to ensure that we best meet the needs of the child and family. In so doing, we will strive to ensure that every child in Angus has a positive start in life; a positive learning experience; and feels safe and secure within their home environment.

Priority 2 — Provide positive, nurturing and inclusive environments to support learning and development

Objective 4 — We will increase the number of our children who meet their developmental milestones before they start school

What will success look like?

- Children have access to positive early years' experiences that promote their social and emotional development,
- Children and young people, including Looked After Children and Children with Additional Support Needs (ASN) are well supported within their ELCC setting.
- Parents are able to and feel confident in accessing support as and when required
- There is an improved understanding of child and young people's developmental stages by professionals and parents

How will we know?

Targets

Table 8 – Targets for improving the % of children achieving their pre-school development milestones and for improving the support for early learning and childcare.

	2016/17	2017/18	2018/19
Increase the flexibility of 600 hours Early Learning and Childcare for 3 and 4 year olds, and eligible 2 year olds to ensure at least one ELCC setting in each locality offers an alternative to the current 5 x 3hrs 10minute sessions. (% of localities with at least one setting offering an alternative to the current 5x3hrs10mins)	50%	70%	100%
Most children within Angus have reached all of their expected developmental milestones at the time the child starts primary school by the end of 2017	80%	90%	90%
Most children within Angus have reached all of their expected developmental milestones at the time of the child's 27-30 month health review, by the end of 2016	85%	87%	90%
Most of Angus parents feel confident in accessing support, knowing that it is an integral part of the Early Years Service and, as such the wellbeing of Children, Young People, parents and families in Angus is enhanced.	N/A	N/A	80%

Priority 2 — Provide positive, nurturing and inclusive environments to support learning and development

Actions

Table 9 – Improvement actions and who will be involved

What	When	Managed by	Assigned to	Consult	Inform
Develop the range of parenting supports available for parents and carers.	March 2017	Service Manager Early Years	Senior Planning Officer	Parents; Carers; EY Workers Communities (CLD); Children & Families; Health	Parents; Carers; EY Staff
Increase the flexibility of local authority provision for early leaning and childcare to provide a minimum of 2 models of provision within each locality.	June 2017	Service Manager Early Years	Education Development Officer (PreSchool)	Parents; Carers; Staff; Private & Voluntary Sector; Schools and Learning; Transforming Angus,	Parents; Carers; EY Staff

Risks identified

- Insufficient physical resources to meet expansion of service
- Failure to ensure access to ensure that all children have access to a teacher
- Poor uptake of Early Learning and Childcare provision

(The assessment of risk appetite and scoring is included in the Directorate Risk Register on page 29.)

Priority 2 — Provide positive, nurturing and inclusive environments to support learning and development

Objective 5 — **We will ensure that children and young people are protected and are supported to live within their own home or an alternative family setting where possible.**

What will success look like?

- Children and young people are protected and supported to live within their home
- We are intervening early in children's lives to support them and their families when they need it
- We have reduced numbers of children requiring statutory measures of care
- We have increased the number of children and young people being supported to live at home or within an alternative family setting

How will we know?

Targets

Table 10 - Targets for improving early intervention and support for vulnerable and at risk children and young people.

	2016/17	2017/18	2018/19
Referrals screened within 24 hours, prioritised and where appropriate initial action taken	85%	87%	90%
Children Registered with a care plan in place within 14 days of registration	85%	87%	90%
Children open to the department being supported at home	80%	82%	83%
Supervision requirements implemented within 7 days	80%	82%	85%
Children looked after away from home in a family placement	85%	87%	90%
Balance of Care for looked after children: % of children being looked after in the Community (SPI) (LGBF)	85%	87%	90%

Priority 2 — Provide positive, nurturing and inclusive environments to support learning and development

Actions

Table 11 - Improvement actions and who will be involved

What	When	Managed by	Assigned to	Consult	Inform
Implement parts 4, 5 and 18 of the Children and Young People (Scotland) Act 2014.	August 2016	Head of Children and Young People Service	Principal Officer (ASN)	Partner agencies; Parents; Carers; Children and Young People; Frontline Staff	Elected Members Scottish Gov.
Produce full Children's Services Plan	April 2017	Head of Children and Young People Service	Strategic Planning and Child Protection Officer	Partner agencies; Parents; Carers; Children and Young People; Frontline Staff	Elected Members Scottish Gov.
Review Kinship Care/ Residency Schemes in Light of the Children and Young People (Scotland) Act 2014.	April 2017	Head of Children and Young People's Services	Service Manager Children and Families	Kinship Carers	Elected Members Scottish Gov.
Review processes for securing permanent care for children and young people who cannot safely return home.	April 2019	Head of Children and Young People's Services	Area Manager (Permanence)	Foster Carers; Panel Members; Frontline Staff	Elected Members

Risks identified

- Failure to recruit and support sufficient fosters carer
- We are unable to provide early intervention and preventative services.

(The assessment of risk appetite and scoring is included in the Directorate Risk Register on page 29.)

Priority 2 — Provide positive, nurturing and inclusive environments to support learning and development

Objective 6 — We will reduce the number of our young people engaged in substance misuse

What will success look like?

- Fewer children and young people are reporting using substances.
- Young people in Angus are aware of the dangers associated with substance misuse and take informed choices about their use.
- Young people with substance misuse problems are able to access appropriate supports when they need them.
- There are supports in place for children and young people impacted on by parental substance misuse.

How will we know?

Targets

Table 12 – Target for reduction in % of children and young people identified as engaged in substance misuse.

	2016/17	2017/18	2018/19
We will reduce the number of our young people engaged in substance misuse (STRETCH AIM: from 33% to 25%)	n/a	n/a	25%

Priority 2 — Provide positive, nurturing and inclusive environments to support learning and development

Actions

Table 13 - Improvement actions and who will be involved

What	When	Managed by	Assigned to	Consult	Inform
Contribute to the development and implementation of a multiagency strategy to address early initiation of substance misuse	June 2016	Head of Children and Young People's Services	Service Manager Children and Families		
Contribute to the multiagency whole family approach pilot to reducing the impact of substance misuse on children, young people and their families	October 2016	Service Manager (Children and Families)	Area Manager (Criminal Justice Services)		

Risks identified

- Failure to prioritise early intervention and prevention work associated with substance misuse issues

(The assessment of risk appetite and scoring is included in the Directorate Risk Register on page 29.)

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Priority 3	Ensure that our ambitions and our resources are fully aligned

33 We want to allocate our resources to agreed priorities, rather than on a rolling basis. We want to ensure that our resources are used efficiently and effectively to improve outcomes for the children and young people that we serve.

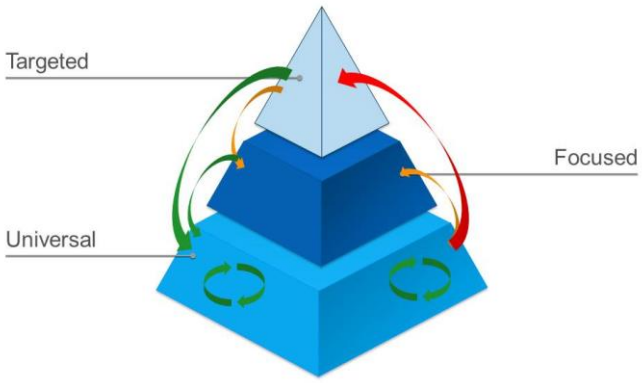
34 Our use of resources will be based on evidence. We will align our resources to our 'compass', and make conscious decisions to move resources to match emerging need.

35 We are beginning to classify our resources using three categories:

- Universal services are available to all children and young people
- Focussed services are about early intervention and prevention
- Targeted services are when specific, individual needs occur.

36 We aim to move resources from targeted into universal and focussed. This will help is to get it right for every child and young person. (See diagram below.)

37 This is about changing the way we view our business over the medium term.



Priority 3	Ensure that our ambitions and our resources are fully aligned

Objective 7 **We will develop an outcome focussed approach to service planning and delivery**

What will success look like?

38 We will develop a suite of plans that clearly align to our statement of ambition. Our plans must start from the basis of improving outcomes. We will have performance measures and quality systems in place to ensure that these plans are realised. We will report on this basis with confidence and clarity.

Between 2016-19 we will:

- prepare the first key plans to provide a secure foundation to work from;
- develop self-evaluation approaches throughout Children and Learning to identify areas of improvement and celebrate success;
- engage with our communities of interest to align expectations and;
- monitor our performance with rigour to track progress towards our ambitions.

How will we know?

Targets

Table 14 - Targets for completing surveys of the school estate with regard to the infrastructure required to support the delivery of Curriculum for Excellence.

	2016/17	2017/18	2018/19
Carry out suitability surveys of all properties	60%	100%	
Carry out conditions surveys of all properties	70%	80%	100%
Carry out digital suitability surveys of all schools	50%	75%	100%

Priority 3	Ensure that our ambitions and our resources are fully aligned

Actions

Table 15 - Improvement actions and who will be involved

What	When	Managed by	Assigned to	Consult	Inform
Develop and implement comprehensive, coherent and accessible performance framework and reporting process	June 2016	Service Manager (Performance)	PIT Manager	SLT	Head Teachers; Area Managers; QIOs and CAROs; Leadership Forum members
Complete Directorate self-evaluation	July 2016	Head of QandP	Service Manager (Quality)	SLT; Survey/ Focus Group of Staff	All staff and C&L Committee
Prepare Digital plan	March 2017	Head of QandP	Service Manager (Performance)	SLT; Service Manager (IT)	User forums
Initiate a programme of thematic reviews across school clusters/localities	April 2017	Head of QandP	Service Manager (Quality)	SLT	Head Teachers; Area Managers; QIOs and CAROs
Prepare a long term school investment strategy	Sept 2017	Head of QandP	Service Manager (Performance)	SLT; Service Manager (Property)	Building Managers
Refresh Digital plan	Dec 2018	Head of QandP	Service Manager (Performance)	SLT Service Manager (IT)	User forums

Risks identified

- Key staff do not have the capacity to contribute to planning groups' activity
- Legislative (and other national) changes affect the intended approaches
- Elected members do not approve proposals in plans
- Reputational risk stemming from critical external inspection and audit activity

(The assessment of risk appetite and scoring is included in the Directorate Risk Register on page 29.)

Risk Register

Directorate Risk Register

39 Please note all risks that are assessed as being above the appetite level will have an action plan to bring the risk to an acceptable level of tolerance.

Table 16 - Risks related to Improvement plan

Risk	Owner	Appetite	Likelihood	Potential Impact	Risk Score
Insufficient physical resources to meet expansion of early years' service.	Head of Children and Young People Services	12	4	4	**16**
Poor recruitment and retention of teachers.	Head of Schools and Learning	6	4	5	**12**
Elected members do not approve proposals in plans	Strategic Director	4	3	4	**12**
Key staff do not have the capacity to contribute to planning groups' activity	Head of QandP	6	3	3	**9**
Lack of engagement with school	Head of Schools & Learning	6	3	3	**9**
Poor uptake of Early Learning and Child Care provision.	Service Manager (Early Years)	12	3	3	9
Failure to recruit and support sufficient fosters carer	Service Manager (Children, Families and Criminal Justice Services))	10	3	3	9
Insufficient resources to provide early intervention and preventative services.	Head of Children and Young People Services	12	3	3	9
Failure to prioritise early intervention and prevention work associated with substance misuse issues	Head of Children and Young People Services	12	3	3	9
Failure to ensure that all children in early years' service have access to a teacher	Service Manager (Early Years)	12	4	2	8
Inability to meet additional support needs locally	Service Manager (ASN)	6	2	3	6
Reputational risk stemming from critical external inspection and audit activity	Strategic Director	6	3	2	6
Legislative (and other national) changes affect the intended approaches	Head of QandP	6	2	3	6

Profile

40 The Children and Learning Directorate focuses on services in education and social work for the children and young people of Angus. There are three service areas within the Children and Learning Directorate. These are:

- Schools and learning
- Services to children and young people
- Quality and performance

Schools and Learning

41 There are 53 primary schools and 8 secondary schools in Angus. These schools vary enormously in size: the smallest primary has under 10 primary pupils, and the largest over 400 primary pupils. The secondary schools vary in size from 500 pupils to approximately 1100. There is an expectation, however, that the quality of education will be uniformly high across all schools – affecting all 8649 primary pupils and 6410 secondary pupils (as at September 2015).

42 Work within this service focuses on:

- Curriculum, assessment and qualifications
- Teacher staffing
- Pupil services
- Schools leadership, standards and improvement
- Devolved School Management

43 What the public can expect:

- We will deliver a high quality, inclusive curriculum which meets the needs of all children and young people
- We will provide accessible information about school curriculum, pupil attainment, achievement and attendance to pupils, parents and staff through printed and electronic methods
- We will provide 2 hours of structured physical education per week for P1 to S4 pupils
- We will configure class sizes to conform with Scottish Government regulations *
- We will ensure the adult/pupil ratio in all school meets legislative requirements **
- We will meet Health & Safety regulations and ensure all schools are fit for purpose (Estate Plans)

*-Maximum class sizes
P1=25
P2=30
P3=30
P4-7=33
Composite class=25

**-adult/pupil ratios varies according to the school roll.

Services to Children and Young People

44 Services to support, care and protect children and young people are delivered within a framework of statutory duties and are required to meet national standards. Where possible, services are delivered in partnership with a range of stakeholders to promote health, wellbeing and protection.

45 48 of our primary schools have nursery classes with an intake of 1,315.

46 Parents do not have a legal responsibility to send their children to nursery, but the Council has an obligation to make available early learning and child care for 3 and 4 year-olds and eligible 2 year-olds. In September 2015, 92% of Angus' three and four year olds were accessing funded early learning and childcare. Angus offers four admission dates per year ensuring that children can access their funded place in the term after their third birthday. We also provide funded places for eligible two year olds and currently have approximately 40% of our eligible 2 year olds accessing this provision. In discharging these obligations, we work with partner providers – voluntary and private. There are currently 34 partner providers offering pre-school places in Angus, in addition to our own 48 nursery classes.

47 The Directorate supports more than 800 children and young people in need.

48 This service covers a range of statutory and non-statutory services which include:

- Early learning and Child Care
- Supporting children and families including statutory responsibilities for Looked After Children
- Residential care and fostering
- Children with additional support needs and children with disabilities
- Child protection services
- Educational psychology services
- Criminal Justice Social Work Services including youth justice

49 What the public can expect:

- We will ensure our education provision is inclusive and appropriate for every child
- No child will be excluded from receiving an education
- We will complete child protection investigations assessments within 7 days of referral
- We will visit children on the child protection register at a minimum of every 2 weeks within their home setting
- We will visit people receiving support from the children and family service on a minimum 4-weekly basis
- We will formally review the care of Looked After Children on a 6-monthly basis
- We will review foster carers on an annual basis

- We will formally review the care of children subject to a new supervision requirement within 3 months of their supervision requirement being imposed
- We will offer 600 hours of early learning and child care per year to all 3 and 4 year-olds and eligible 2 year-olds
- We will review co-ordinated Support Plans annually
- We will provide Criminal Justice Services in line with National Objectives and Standards

Quality and Performance

50 This service has overarching responsibility for quality and performance across the Directorate and includes a key focus on:

- Quality assurance, quality improvement and service planning
- Performance management, including key business/information systems
- Inspection, scrutiny and best value
- Management of Directorate risk and continuity planning
- Complaints monitoring and investigation (stage 2)
- Support for public protection activities
- Contracting and commissioning of external providers
- Professional development of staff, including training and registration requirements
- Corporate governance
- School estate and physical resources

Appendices

Appendix 1

Table 17 - LGBF Indicators not linked to improvements

Indicator
Cost per Primary School Pupil (SPI) (LGBF)
Cost per Secondary School Pupil (SPI) (LGBF)
Cost per Pre-School Education Registration (SPI) (LGBF)
The Gross Cost of "Children Looked After" in Residential Based Services per Child per Week (SPI) (LGBF)
The Gross Cost of "Children Looked After" in a Community Setting per Child per Week (SPI) (LGBF)
% of Adults Satisfied with local schools (SPI) (LGBF)

Table 18 - Other risks identified relating to the Children and Learning Directorate

Risk	Risk Owner	Risk Appetite	Likelihood	Potential Impact	Overall Risk Score
Protecting vulnerable people in the community	Head of Children and Young People Services	8	2	5	10
Managing potentially dangerous service users in the community	Service Manager (Children, Families and Criminal justice Services)	5	2	5	10
Self-directed support - Failure to anticipate changed budgetary and resource requirements in light of choices of provider available in new system.	Head of Children and Young People Services	9	3	3	9
School Inaccessible	Head of Schools and Learning	8	2	4	8
IT Infrastructure Failure	Service Manager (Performance)	9	2	4	8
Data protection/info security	Service Manager (Performance)	6	3	3	6
Physical Assets no longer fit for purpose	Service Manager (Performance)	9	2	3	6
Reliance on key IT systems	Service Manager (Performance)	9	2	3	6

Appendices

Appendix 2

Table 19 – Glossary of abbreviations used in this document.

Abbreviation	Term
ASN	Additional Support Needs
BGE	Broad General Education
CAROs	Community Assessment and Review Officers
CLD	Community Learning and Development
DYW	Developing Young Workforce
ELCC	Early Learning and Childcare
EY	Early Years
HGIOS	How good is our School
IT	Information Technology
LGBF	Local Government Benchmarking Framework
PIT	Performance Information Team
QandP	Quality and Performance
QIOs	Quality Improvement Officers
SCQF	Scottish Credit and Qualifications Framework
SLT	Senior Leadership Team
SPI	Statutory Performance Indicator
SPTC	Scottish Parent Teacher Council
STEM	Science, Technology, Engineering and Mathematics

Table 20 - The following table explains the terms inspectors use when making judgements.

excellent	means	outstanding, sector-leading
very good	means	major strengths
good	means	important strengths with some areas for improvement
satisfactory	means	strengths just outweigh weaknesses
weak	means	important weaknesses
unsatisfactory	means	major weaknesses

Table 21 - The following table explains the words used to describe numbers and proportions.

almost all	means	over 90%
most	means	75% to 90%
majority	means	50% to 74%
less than half	means	15% to 49%