Children and Learning

2015/16 Full Year Progress Report

Community Plan and Single Outcome Agreement

August 2016
Getting it Right in Early Years

Proportion of new-born children exclusively breastfed at first visit

Increase the % of babies exclusively breastfed at first visit to 40.5% by 2015 (from 2011/12 baseline)

There has been a slight decrease in the percentage of babies exclusively breastfed at the first visit, from 37.7% in 2013/14 to 35.6% in 2014/15. The target of 40.5% has not been met.

Low birth weight - % all births (3 year average)

Reduce low birth weight babies to 1.3% of all births by 2014 (from 2009-11)

The 3 year average figure for 2012/13 to 2014/15 shows a drop from 1.92% to 1.4% in the percentage of babies born with low birth weight. The comparable Scottish figure has dropped slightly from 2.02% to 2%.
Percentage of children in Angus reaching all of the expected developmental milestones at 27/30 month review

Achieve 85% of children in Angus reaching all of the expected developmental milestones at 27/30 month review by 2016

There has been a slight increase in the percentage of children reviewed meeting all of their developmental milestones, from 76% to 77.1% (for the period April 2014 to March 2015).

Infant mortality (per 1000 live births)

Reduce by 15% by 2015 (from 2012 baseline)

There continues to be a steady decrease in the infant mortality rate, from 3.5 in 2014 to 2.8 in 2015. The target of 4.4 has already been exceeded.
| We will redeploy staff across services to better meet the needs of our youngest children and their families | Additional staffing has been allocated to schools to allow Nurture provision to become embedded within the school. 30 schools now have nurture provision and 14 Early Learning and Child Care centres (schools and voluntary sector) have developed Cosy Corners within their nursery settings.

An Angus Parenting Strategy is being developed and will seek to actively address the key development outcome of Early Social and Emotional Development as identified by the Dartington Wellbeing research.

Angus currently offers 600 hours early learning and childcare provision for all three and four year olds through funded places and the future development and expansion of early learning and childcare to meet the Scottish Government’s commitment to deliver 1,140 hours early learning and childcare by the end of the next parliamentary term. |
The tables below present the data over the last five years. It should be noted that differences between the assessment arrangements for the National Qualifications, at National 3, 4 and 5 Levels, compared with the previous Standard Grade and Intermediate qualifications means that from 2014 the earlier years’ data is not directly comparable. The data is presented as a percentage of the S4 cohort.

### By end S4 2011-2013

<table>
<thead>
<tr>
<th>Measure</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>English @ Level 3 or better i.e. National 3</td>
<td>96</td>
<td>98</td>
<td>99</td>
</tr>
<tr>
<td>Maths @ Level 3 or better</td>
<td>96</td>
<td>96</td>
<td>97</td>
</tr>
<tr>
<td>5 + @ Level 3 or better</td>
<td>93</td>
<td>95</td>
<td>96</td>
</tr>
<tr>
<td>5 + @ Level 4 or better i.e. National 4</td>
<td>78</td>
<td>79</td>
<td>79</td>
</tr>
<tr>
<td>5 + @ Level 5 or better i.e. National 5</td>
<td>33</td>
<td>34</td>
<td>35</td>
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### By end S4 2014-15

<table>
<thead>
<tr>
<th>Measure</th>
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<tbody>
<tr>
<td>English @ Level 3 or better i.e. National 3</td>
<td>93</td>
<td>95</td>
</tr>
<tr>
<td>Maths @ Level 3 or better</td>
<td>88</td>
<td>91</td>
</tr>
<tr>
<td>5 + @ Level 3 or better</td>
<td>90</td>
<td>88</td>
</tr>
<tr>
<td>5 + @ Level 4 or better i.e. National 4</td>
<td>84</td>
<td>83</td>
</tr>
<tr>
<td>5 + @ Level 5 or better i.e. National 5</td>
<td>34</td>
<td>37</td>
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### By end S5

<table>
<thead>
<tr>
<th>Measure</th>
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<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 + @ Level 6 or better i.e. Higher</td>
<td>44</td>
<td>45</td>
<td>47</td>
<td>49</td>
<td>56</td>
</tr>
<tr>
<td>3 + @ Level 6 or better</td>
<td>25</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>33</td>
</tr>
<tr>
<td>5 + @ Level 6 or better</td>
<td>10</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>14</td>
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</table>

### By end S6

<table>
<thead>
<tr>
<th>Measure</th>
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<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 + @ Level 6 or better</td>
<td>47</td>
<td>49</td>
<td>51</td>
<td>54</td>
<td>57</td>
</tr>
<tr>
<td>3 + @ Level 6 or better</td>
<td>33</td>
<td>36</td>
<td>36</td>
<td>35</td>
<td>39</td>
</tr>
<tr>
<td>5 + @ Level 6 or better</td>
<td>22</td>
<td>24</td>
<td>25</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>1 + @ Level 7 or better i.e. Advanced Higher</td>
<td>16</td>
<td>17</td>
<td>16</td>
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<td>18</td>
</tr>
</tbody>
</table>

The data indicates that there was a significant improvement in many of the key indicators. The number of young people achieving 5 National 5s (5+@Level 5) improved by 3% from 2014 figures, whilst the number achieving 3 Highers (3+@Level 6) improved by 7% from 2014 figures.

Secondary schools, working with the Children and Learning Directorate, have been set challenging targets for 2015-16. Staff working with our schools will continue to track and monitor schools’ progress towards achieving or improving these targets. There is in place a regular, rigorous monitoring process combined with proportionate support for all schools in Angus.
The staying on rate to S5 dropped slightly to 80% in 2015, from 81% in 2014. This compares to a Scottish average figure of 87.7% for the same period.

The staying on rate to S6 dropped slightly from 55% in 2014 to 53.4% in 2015. The equivalent Scottish average figure for 2015 was 62.7%.

We will promote and develop opportunities for young people leaving school

The follow on survey of school leaver destination returns for 2013/14 was conducted in March 2015. Overall the percentage of leavers entering a positive destination in 2013/14 was 93.3%.

We will continue to maintain close focus on this area as the Developing the Young Workforce initiative is implemented with its aim to reduce youth unemployment.
A total of 860 Saltire awards were issued via Voluntary Action Angus in 2015/16, against a target of 630. 310 Challenge Awards were issued (for one-off team volunteering events), against a target of 120; 246 Approach Awards were issued (recognising 10 and 25 hours of regular volunteering), against a target of 300; 327 Ascent Awards were issued (recognising a sustained commitment on completion of 50, 100, 200 and 500 hours), against a target of 200; and 11 Summit Awards were gained (for an outstanding contribution to volunteering), against a target of 10.

### Progress in 2015/16

**We will develop ‘volunteering schools’ across Angus**

All secondary schools in Angus have participated in supporting young people to achieve Duke of Edinburgh Awards. The conversion rate of enrolments in Duke of Edinburgh through to achievement of awards for Angus over the last three years stands at 68% compared with the national average of 47%. In comparison with ten other local authorities with a mix of urban and rural areas, Angus is ranked second with regard to awards gained.

Saltire Awards in Angus are operated by Voluntary Action Angus (VAA). A total of 888 awards were issued via VAA in 2015, against an overall target of 700.
Increase the proportion of P1 children with a BMI within a healthy weight range to 78% by 2015 (2011/12 baseline)

There was a slight decrease in the percentage of P1 children with a BMI within a healthy weight range, from 76.4% in 2013/14, to 75.8% in 2014/15.

**Progress in 2015/16**

**We will implement the Physical Activity Action Plan**

All schools in Angus deliver two hours of quality physical education per week. Physical activity is very well promoted and led by the Angus Active School’s team who lead sports development at school and community level. The lead officer for physical education has planned and delivered highly successful professional learning opportunities across all clusters that have enabled staff to gain a fuller understanding of new national requirements within the physical education curriculum.

Eleven primary schools incorporate the “Daily Mile” in their school day and a further seven are planning to introduce this in the near future to further promote the fitness and health and wellbeing of their pupils.
The number of incidents of exclusion from school (secondary) has reduced from 225 incidents (136 pupils) in 2014 to 207 incidents (121 pupils) in 2015. The efforts of all school staff to reduce school exclusions have had very positive outcomes in both the primary and secondary sectors. The reduction in exclusions can also be attributed to the excellent partnership working between schools, family support services and the extended support provided for pupils in need.

The number of incidents of exclusion from school (primary) has reduced from 33 incidents (26 pupils) in 2014 to 29 incidents (23 pupils) in 2015. The efforts of all school staff to reduce school exclusions have had very positive outcomes in both the primary and secondary sectors. The reduction in exclusion can also be attributed to the excellent partnership working between schools, family support services and the extended support provided for pupils in need.
Number of children with autism in care outwith Angus

Reduce the number of children with autism in care outwith Angus to 5 by 2016

Source: Angus Council

The number of children in care outwith Angus has risen slightly to 4 compared to 3 children at the same period last year. However, the target has still been exceeded.

Number of young carers identified

Increase the number of young carers identified by 10% by 2016 (from 2012/13 baseline)

Source: Angus Carers Centre

The number of young carers identified has dropped slightly, from 209 in 2014/15 to 202 on 2015/16.
As at the 31 March 2016, 89.9% of all children looked after away from home were in a family based placement. This is down slightly from the same period last year (92.5%) and is below target. This figure can fluctuate from week to week depending on the number of sibling groups who are looked after.

### Progress in 2015/16

<table>
<thead>
<tr>
<th><strong>We will promote and enhance foster care provision and review the kinship care scheme</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A buddy and mentor scheme has been set up to provide support to carers in assessment and to newly approved carers.</td>
</tr>
<tr>
<td>We have reduced the average number of children in foster care placements from two in 2012/13 to 1.4 by March 2016.</td>
</tr>
<tr>
<td>The use of external placements is reducing and more children are being placed within Angus, therefore promoting involvement with local communities and schools and supporting friendships to be maintained where appropriate.</td>
</tr>
<tr>
<td>Good use is made of kinship care placements as the first option for children and young people.</td>
</tr>
</tbody>
</table>
The percentage of looked after children school leavers in positive destinations dropped to 60% in 2014/15 in the initial survey (representing 6 school leavers), from 90% in 2013/14, missing the target of 65%. The follow up survey showed 70% of pupils in a positive destination (representing 7 school leavers), which would have exceeded the target. The wide variations in percentages are affected by the small numbers involved. Comparable Scottish figures are 77% in positive destinations at initial survey (based on 328 school leavers), and 69% at follow up (representing 296 school leavers).

Progress in 2015/16

We will develop throughcare and aftercare provision across Angus

The development of Millgate Loan Supported Accommodation for care leavers was established in July 2015; a joint development between communities, housing and schools and learning and the TCAC team. The project consists of four flats for young people with onsite support from the Throughcare and Aftercare Team to enable care leavers to develop their skills to move to fully independent living arrangements.

An onsite training resource/flat offers young people the opportunity to undertake 1:1 independent living preparation training and to have overnights in a semi-independent setting prior to them moving on from their care provision.
### Getting it Right for Adult Learners

#### Number of new literacy/numeracy learners

- **Increase the number of new literacy/numeracy learners by 5% by 2015 (from 2011/12 baseline)**

There were 449 literacy/numeracy learners with Angus Council in 2015/16 (including 159 via the Angus Digital Skills Academy). This is a drop from 581 in 2014/15, partly explained by a reduction in referrals from Jobcentre Plus. This information does not include figures from Angus College and represents all literacy/numeracy students - it is not possible to extract new learners.

#### Progress in 2015/16

**We will develop and implement an all age adult literacy and numeracy strategy**

This has been incorporated into the new Community Learning and Development Plan for Angus which was agreed by Committee in August 2015.

#### Number of new learners of English for Speakers of Other Languages each year

- **Engage 100 new learners of English for Speakers of Other Languages each year**

There has been a drop in the number of new ESOL learners with Angus Council, from 126 in 2014/15 to 108 in 2015/16. There were another 99 continuing learners, both at beginner and advanced levels.

#### Number of learners achieving core skills accreditation

- **5% increase in number of learners achieving core skills accreditation by end 2016/17 (from 2013/14 baseline)**

![Graph showing number of learners achieving core skills accreditation]

The number of learners accredited in core skills by SQA in 2015/16 was 121, a drop from 156 in 2014, although still exceeding the target of 109. There has been a reduction in referrals to the Angus Digital Skills Academy from Jobcentre Plus.

#### Progress in 2015/16

**We will develop effective partnership arrangements across all learning communities to promote learning opportunities, including parental and family learning**

Over the past year, a number of engagement activities have been undertaken (Charrettes, Locality Events, Children’s Wellbeing Research) at a locality level which have identified issues and priorities for local communities. Some of these priorities relate to learning opportunities for individuals and communities which will be addressed through the ongoing development and implementation of the new Children’s Services Plan and the Community Learning and Development Plan.