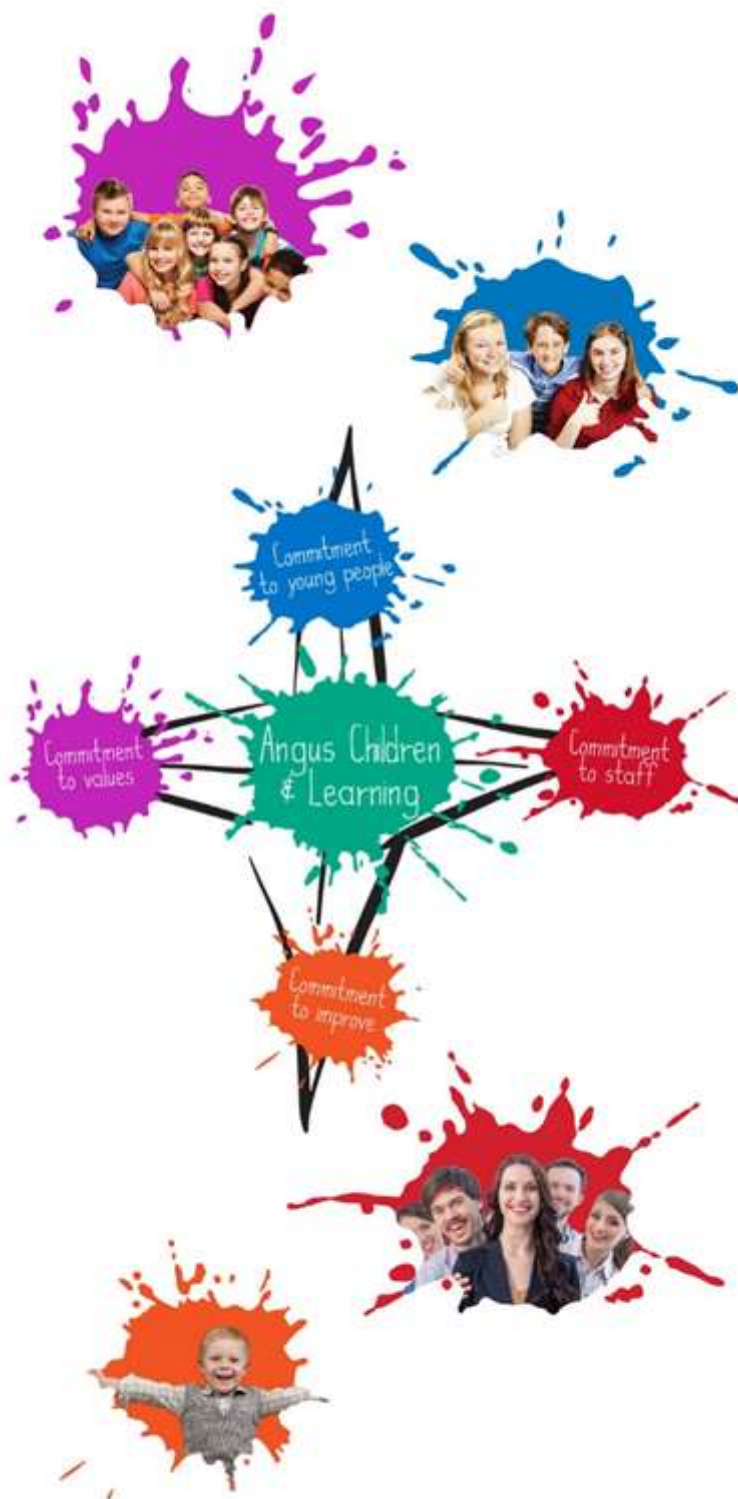


# Angus Council

## Children and Learning Directorate

### Annual Evaluation and Standards & Quality Report 2015-16



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Examples of interesting and innovative practice have been showcased throughout this report.

## FOREWORD



- 1 Welcome to the Children and Learning Directorate's annual evaluation report for 2015/2016. It has been a challenging but rewarding year. This year we have focused our energies on the implementation of Children and Young People's Act; our Joint Inspection of Children's Services; the Thematic Inspection of MAPPA; planning for Community Justice transition and school curriculum development.
- 2 Outstanding examples of our work were displayed this year at our Children & Learning Festival; our Early Years Collaborative Celebration and Angus Council Space for Success. Our Criminal Justice Service won a range of national and local awards for excellence. We have developed a statement of ambition for our work; opened new, state of the art buildings; improved attainment and achievement; supported looked after children in homely settings. There were also many examples in every school, cluster or team, where innovation and engagement with local communities or communities of interest provided bespoke and unique opportunities.
- 3 Rightly or wrongly, we are very much judged on our performance and this report outlines where our evaluation of progress stands. This autumn we will see the outcome of our Angus Council's Best Value review and the partnership Joint Inspection. We will also, in accordance with our predictions, see an increase in young people's success with SQA qualifications.
- 4 The context we all work in continues to get tougher. In the future, there is no indication that will change and further challenges will be presented. The uncertainty that brings cannot allow us to lose focus and why we do the jobs we do: to improve the lives of children, young people and families as best we are able through providing excellent opportunities for our children and young people; supporting families to be strong; and keeping communities safe.
- 5 I am proud of the progress we are making as a Directorate in meeting the needs and securing improved outcomes for all children, young people and families in Angus.
- 6 Local authorities are required to publish an education Standards and Quality report and a Chief Social Work Officer's report annually. This report meets the requirements of the Standards in Scotland's Schools Act (2000) and outlines our progress across Children's services. A separate assurance report is produced by the Chief Social Work Officer.
- 7 These reports provide reassurance to the public, elected members and staff about the quality of our work.
- 8 This year we have used the 'How good is our Council?' model to prepare this report. We have assessed the level of our performance against each section. This will help us to focus our improvement efforts in the next three years, in the right areas.
- 9 We have had a successful 2015/16. However, we are always looking to improve. Where we have identified improvements, these will be included in our Directorate activity. The Senior Leadership Team will prioritise the most urgent matters. This may lead to some adjustments to our Directorate Improvement Plan throughout the year.
- 10 As this evaluation is being prepared, we are in the final stages of an inspection of our children's services across the Community Planning Partnership. The findings will inform our joint planning and improvement agenda.
- 11 The Scottish Government has recently published 'Delivering Excellence and Equity in Scottish Education'. This will bring some changes to the way that we deliver and monitor education.
- 12 We are anticipating the publication of Audit Scotland's Best Value Review of the Council. Again, we will need to take account of the relevant recommendations.
- 13 And, as in recent years, our financial position will be challenging.
- 14 As I have met staff throughout the Directorate, I have been impressed by their enthusiasm; commitment; creativity; and resilience. I firmly believe that we are well placed to meet the challenges that will face us, and that we will continue to improve our services.

**Margo Williamson, Strategic Director – Children and Learning Directorate**

## CONTEXT





## WHAT KEY OUTCOMES HAVE WE ACHIEVED?

15 We have assessed our performance in this section as **good**. This means that we have important strengths with areas for improvement.

### What are our strengths?

- In the Senior Phase more of our young people are achieving qualifications at higher levels.
- Angus school leavers' achievements in literacy and numeracy are higher than national and virtual comparator\*
- Angus school leavers from the most disadvantaged backgrounds achieve better than the national and virtual comparator.
- The percentage of our school leavers achieving an initial positive destination has been consistently higher than the national and virtual comparator average.
- More of our children and young people are taking part in extra-curricular sport and physical activity and volunteering opportunities.
- We continue to reduce the number of looked after and accommodated children in Angus.
- An increasing proportion of our looked after and accommodated children are supported in family based placements.
- All our care leavers receive personalised support to help the transition to independent living.

### What do we need to improve?

- Raise the level of writing skills in primary schools.
- Monitor the attainment gap at all Curriculum for Excellence (CfE) levels.
- Consistency and moderation of teachers' professional judgements.
- Raise levels of attainment in the senior phase.
- Increase participation in Duke of Edinburgh (and similar) programmes.
- We aim to increase the number of our young people who leave for sustained positive destinations.
- Improve permanency planning for children who cannot safely return home.

NOTE\* - The virtual comparator is made up of children and young people from schools in other local authorities who have similar characteristics to the children and young people in Angus.

## How do we know?

### Attainment in Primary Schools

- 16 Children and young people are expected to progress through three Curriculum for Excellence (CFE) levels.

Early level Ante pre-school to the end of P1.

First level P2 to the end of P4.

Second level P5 to the end of P7.

- 17 There is a national stretch aim for 85% of children and young people in P1, P4, and P7 to achieve expected standards in literacy and numeracy by June 2019. The figures in the table below are based upon teachers' professional judgement.

**Table 1 Achievement of CFE levels in Primary Session 2015/16**

Curriculum Component	Early Level	First Level	Second Level
Numeracy	87.2%	81.7%	79.5%
Reading	84.1%	83.4%	84.3%
Writing	82.7%	78.8%	80.8%
Listening and talking	87.5%	88.9%	89%

- 18 Achievement in numeracy at early level is positive but we will work to improve achievement at first and second levels. Achievement in literacy is consistent and good across all levels for reading and listening and talking. However, we will work to improve levels of achievement at all levels for writing.

### Standardised Assessments

- 19 Alongside professional judgement, standardised assessments offer a widely recognised means of gathering reliable performance data for pupil attainment over time. Angus primary schools use two standardised assessment tools - Performance Information in Primary Schools (PIPs) data and Interactive Computerised Assessment System (InCAS).

- 20 PIPs assessments are used in primary 1 only. Results are provided as a set of standardised scores with an average score of 50 (any score above 50 is above the national average).

**Table 2 2012-15 Primary 1 PIPs Attainment**

Year	Reading	Mathematics
2013-14	48	50
2014-15	49	50
2015-16	50	50

- 21 The above table illustrates the three year attainment profile from PIPS assessments in Angus. The 2015/16 PIPs scores for Angus pupils in P1 are average (50) for maths and reading. Attainment of the children has remained steady in Maths and reading. However, it is clear that we still need to focus on improving early literacy and numeracy skills. The introduction of the early reading toolkit and curriculum progression pathways for literacy and numeracy should support this work.

- 22 InCAS assessments were introduced for the first time in session 14/15 and are used in primary 3, primary 5 and primary 7. Results are provided as a set of standardised scores with a mean score of 100. There is a standard deviation of 15. This means that any score from 85 to 115 is within the average range.

**Table 3 2014-15 Incas Attainment**

<b>Year Group</b>	<b>Reading</b>	<b>Mathematics</b>
Primary 3	98	102
Primary 5	102	97
Primary 7	96	89

**Table 4 2015-16 Incas Attainment**

<b>Year Group</b>	<b>Reading</b>	<b>Mathematics</b>
Primary 3	97	101
Primary 5	103	97
Primary 7	96	88

- 23 The data indicates that attainment for the above data has been maintained over the past two sessions. The above results indicate also show that data for reading and maths is in line with the national average.
- 24 With support from the Quality Improvement Officers schools are now using both sets of standardised data to robustly track individual pupil, cohort and whole school attainment and to plan appropriate interventions to raise children's attainment. In addition participation in the Raising Attainment for All programme has supported teachers' understanding of improvement methodology and how to measure the impact from planned interventions.

### Attainment in Secondary Schools

#### Broad General Education S1-3

- 25 There is a national stretch aim for 85% of children and young people to have achieved CFE level 3 in literacy and numeracy by 2019. The figures in the table below are based upon teachers' professional judgement.

**Table 5 Achievement of CFE level 3 by the end of S3 in session 2015/16**

<b>Curriculum Component</b>	<b>2015/16</b>
Numeracy	95.7%
Reading	97.1%
Writing	97%
Listening and talking	97.1%

- 26 The levels of achievement reflected in the above table are very positive. We will work to improve consistency of achievement and moderation of teacher professional judgement.



## Senior Phase S4-6

- 27 Children and young people in the Senior Phase of secondary school (S4 - S6) have the opportunity to achieve qualifications through the Scottish Qualification Authority (SQA).

**Table 6 Scottish Qualifications Authority Awards**

Measures % of children and young people achieving	Angus Data 2013-2014	Angus Data 2014-2015
5+ Level 3 by the end of S4	90%	88%
5+ Level 4 by the end of S4	84%	83%
5+ Level 5 National 5 by the end of S4	34%	37%
1+ Level 6 Higher by the end of S5	49%	56%
3+ Level 6 by the end of S5	26%	33%
5+ Level 6 by the end of S5	11%	14%
1+ Level 7 by the end of S6	16%	18%

- 28 The data in the above table comparing the performance of children and young people across Angus in the 2013-2014 and 2014-15 exam diets is based on the final publication of SQA data. The data shows that attainment has improved on most measures across S4-S6. Of particular note is the improvement in the achievement of 5 or more awards at level 5 (National 5) in S4 and all measures for S5 which are our strongest set of results in recent years.
- 29 Our exam results can also be benchmarked using measures within the Local Government Benchmarking Framework (LGBF). In 2015 the percentage of Angus children and young people achieving 5 or more Highers by the end of S6 increased to 27% compared with 25% in 2014. However, the Scottish median in 2015 also increased to 28% placing Angus just below the national average.
- 30 Attention has been given to introducing new courses and programmes in the senior phase to support more children and young people to achieve this benchmark. This has included mentoring and coaching for targeted groups and the Higher course in Leadership.
- 31 There has been an improvement in the percentage of children and young people from deprived areas gaining 5 Higher awards by the end of S6. In 2015 this increased to 20% compared with 12% in 2014. The Scottish median for this measure in 2015 was 13% and Angus is now ranked third of 32 Councils. Attainment meetings with schools give close attention to the progress of young people from lower bands within the Scottish Index of Multiple Deprivation (SIMD).
- 32 We continue to make use of the above measures as a means of comparing present and past SQA exam performance. We also have a wider range of measures from the Senior Phase benchmarking tool, Insight, to review how well we are improving outcomes for our young people.

## Improving Attainment in Literacy and Numeracy

- 33 The tables below show the percentage of Angus school leavers who achieved levels 4 and 5 in literacy and numeracy 2013 – 2015.

**Table 7 Literacy and Numeracy at Level 4 by the end of S4**

Year	Angus	Virtual Comparator	National
2013	84.2%	81.8%	77.9%
2014	85.6%	83.3%	81.2%
2015	89.0%	86.0%	85.8%

**Table 8 Literacy and Numeracy at Level 5 by the end of S4**

Year	Angus	Virtual Comparator	National
2013	57.8%	57.5%	52.5%
2014	60.2%	57.2%	55.3%
2015	59.8%	57.4%	58.6%

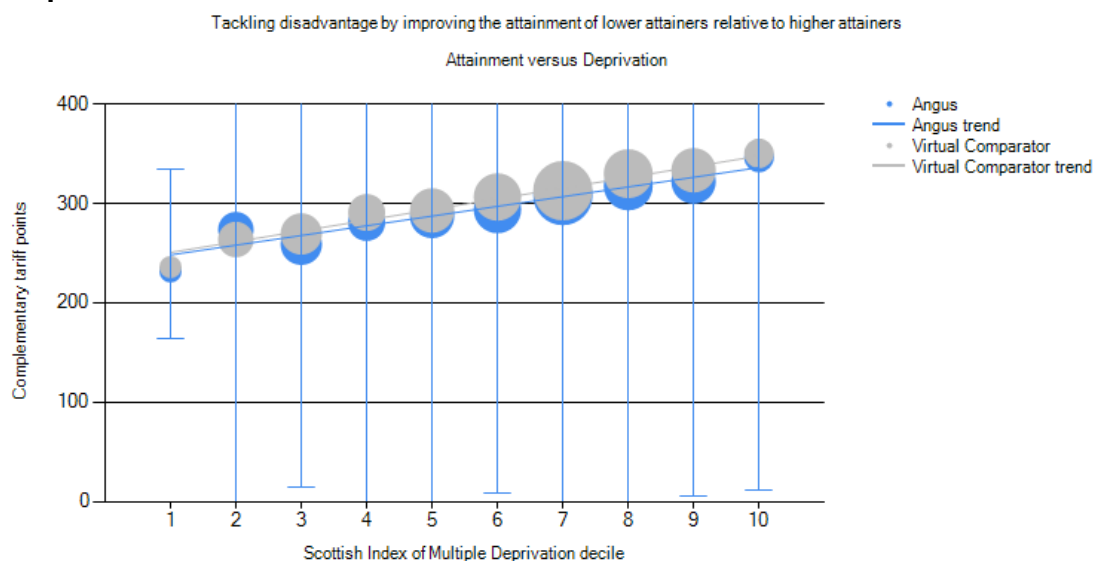
- 34 The tables show that there is now a three year trend of Angus schools leavers outperforming national and virtual comparator attainment in literacy and numeracy at both levels four and five.

### Attainment versus Deprivation

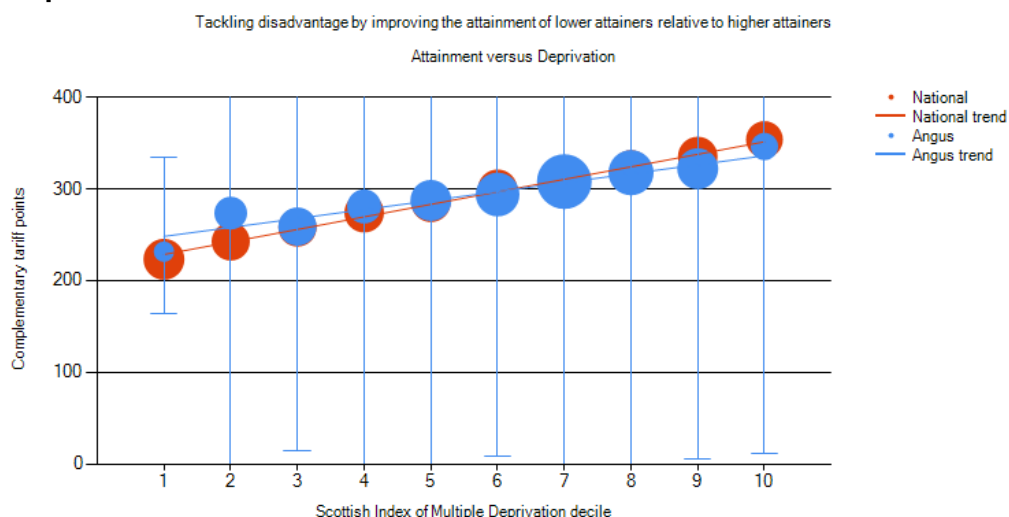
- 35 Attainment is measured using a tariff point scale, which allocates a specified number of points to each qualification
- 36 The following graphs display attainment for Angus, its virtual comparator and nationally. Attainment is broken down into ten deciles according to Scottish Index of Multiple Deprivation (SIMD) data. Decile 1 refers to post codes within data zones identified as being the 10% most deprived in Scotland. Decile 10 refers to post codes in the top 10% of the most affluent data zones. The size of the circle is an indicator of the group size in each decile.

### Average Complementary Tariff Points score by the end of S4

**Graph 1**



**Graph 2**



- 37 Graphs 1 and 2 show that by the end of S4 young people in Angus from areas with more deprivation are outperforming their peers against national performance and our virtual comparator. However, young people from the least deprived backgrounds are underperforming when compared to their peers. This pattern is repeated in S5 and S6.
- 38 We need to give increased attention to ensuring our young people experience appropriate pace and challenge in their learning to increase the quality of grade passes achieved in examinations. Individual schools have tracking systems in place to monitor individual progress. We now need to moderate these tracking systems to ensure consistency across primary/secondary and across Angus as a whole. Coaching with individuals helps develop aspiration.

### Increasing post-school participation

**Table 9 School leavers achieving an initial positive destination**

Year	Angus	Virtual Comparator	National
2012	94.2%	90.2%	90.1%
2013	93.9%	91.7%	91.7%
2014	92.7%	92.5%	92.5%
2015	94.1%	93.2%	93.0%

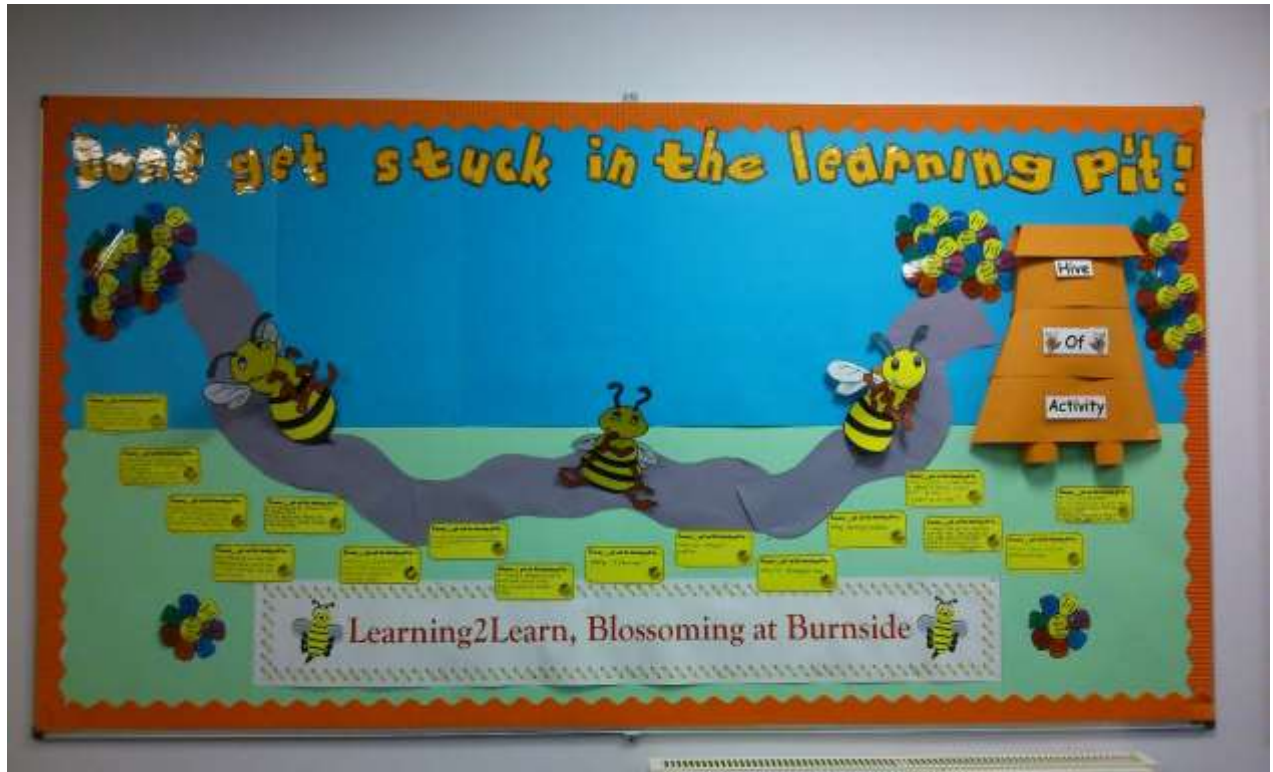
- 39 Over the last four years in Angus the percentage of our leavers achieving an initial positive destination has been better than the national and virtual comparator average. Within the LGBF, Angus is ranked 11<sup>th</sup> best out of 32 local authorities in Scotland on this measure. Our schools continue to work closely with partner organisations to identify those young people at risk of missing out and plan to support their transitions beyond school.

### Achievement for All

- 40 There has been a key focus in all schools on developing self-confidence and engagement in learning through the use of well-researched educational approaches.

## Showcase Example 1

Innovative work has been carried out in schools in relation to “The Learning Pit”, developed by James Nottingham, helping children and staff to understand that struggle is a key part of learning. The work undertaken at Burnside Primary School in relation to sharing the language of learning has received national recognition as very good and innovative practice. The use of key acronyms - GRIT (Get Really Into Trying) and KEY (Keep Educating Yourself) - helps all children in the school share the language of learning. This work was shared at a national conference and received excellent feedback from a range of colleagues across Scotland.



## Showcase Example 2

Ferryden Primary School has fully committed to developing a “Growth Mindset” with all children and staff across the school. Children are becoming more resilient and determined to overcome challenging learning. The school’s graphic displays illustrating the “Growth Mindset” outlook were a trending Twitter sensation.

Follow the link below for a video snapshot of this work at the school.

[https://www.youtube.com/watch?v=DYs-OV\\_Xsw](https://www.youtube.com/watch?v=DYs-OV_Xsw)



- 41 There are nine Duke of Edinburgh Award Units operating in Angus - seven are school units with the remaining two being open units. Although there has been a significant decrease in the number of young people achieving bronze awards this session, there has been an increase in those achieving silver and a significant increase in those achieving gold awards.
- 42 In 2015/16, 1146 children and young people received instrumental tuition with 600 participating in the Arbroath Music Festival. Band Camps provided further opportunities for our children and young people to hone their performing skills. Musical groups/ensembles are established in all school clusters. Well-established regional events showcase the achievements of our young musicians in ensembles, orchestras and rock groups.

### Showcase Example 3

During the session 2015-16, Southesk and Andover primary schools implemented a Musical Futures project. This concept was developed in Australia where whole classes of children learn music through the genre of rock.

Class teachers led the learning after intensive training courses provided by Musical Futures. Three Angus teachers attended the training. One of our young musicians supported class teachers during set-up.

Musical Futures promotes an inclusive and creative approach to music learning. Feedback from the children involved has been extremely positive.

- 43 During this school session the participation rate of children and young people taking part in extra-curricular activity rose from 49% in 2014/15 to 51% in 2015/16. This year a focus was placed on targeting more children and young people in the P1-4 age range.

The number of volunteers helping deliver extra-curricular physical activity and sport remained constant at just over 640 and the number of senior children and young people involved was 130.

- 44 Many of the senior children and young people involved are part of Sports Leader UK courses or SQA Leadership courses offered as part of the Senior Phase curriculum. Leading extra-curricular activities contributes to the experience required for these awards and qualifications.

### Showcase example 4

#### **Arbroath Academy Leadership course:**

Nearly all S5/6 children and young people participated in the SQA Level 6 (equivalent to Higher) Leadership course. Over 80% were successful in achieving this award. The first unit looked at the theories of leadership and throughout the second unit children and young people undertook a school-based or community-based project to demonstrate their leadership skills.



### Child Protection

- 45 Changes were made during 2014/15 to support earlier intervention and assessment of children's circumstances. We reviewed our guidance for making referrals to the Social Work Intake Team to make better use of the expertise of this team. This will support the needs of children at an earlier stage. As a consequence of this focus on increased early intervention there have been fewer referrals to the Child Protection Team.
- 46 The average number of children on the Child Protection Register in 2015/16 was 83.5 compared with 98.5 in 2014/15. In terms of national statistics, the 2015/16 figures show that Angus no longer has the highest rates of children on the child protection register in Scotland. However, our rate is still higher than the national average.

### Looked After Children

- 47 We are reducing the number of looked after and accommodated children. The average across 2015/16 was 133 compared with 146 in 2014/15.
- 48 We have increased the percentage of children looked after away from home in family based placements to 96.9% in 2015/16. Our percentage in 2014/15 was 95%, which meant that we were ranked first out of the 32 Councils in Scotland for this LGBF measure.
- 49 Between 2009/10 and 2013/14, there was a five-year improving trend in initial positive destinations for all looked after children. The percentages for 2014/15 are 79% have an initial positive destination and 66% have sustained positive destinations. The small numbers of care leavers means that performance can vary significantly between years.
- 50 An analysis of permanency planning data indicates that younger children are progressing through the process more speedily than older children. We have reviewed our current procedures and practice to streamline the permanency process for all children.
- 51 All care leavers have a pathway plan in place. There has been an increase in those eligible for aftercare who are in employment, education or training from 47% in 2014/15 to 65% in 2015/16.

### Showcase Example 5

The Children and Learning Directorate and the Communities Directorate have worked together to meet the housing and support needs of young people leaving care. The development of supported accommodation at Millgate Loan in Arbroath is enabling care leavers to develop skills for independent living. These include budgeting and household management skills.

Of the six Angus Council tenancies created in 2015 for care leavers, all young people have successfully achieved the transition to their own accommodation and remain in their properties.



## HOW WELL HAVE WE MET THE NEEDS OF OUR STAKEHOLDERS?

52 We have assessed our performance in this section as **good**. This means that we have important strengths with areas for improvement.

### What are our strengths?

- Early learning and childcare provision for eligible two-year-old children is available in all localities.
- Nurture Groups or Cosy Corners in nurseries, have improved outcomes for children.
- Almost all children and young people are supported in their local school.
- We have maintained high levels of school attendance.
- Almost all children and young people who cannot be cared for at home are looked after in placements within Angus
- Consultation with children, young people and families has directly influenced service developments.

### What do we need to improve?

- Reduce exclusion rates across primary schools
- Address the rise in bullying incidents in secondary schools.

## How do we know?

### Early Years

- 53 There is at least one setting in each locality that offers early learning and childcare for eligible two-year-old children.
- 54 Pilot work has taken place to explore how different options for the provision of 600 hours of pre-school learning and childcare might be offered to parents/carers. This has included a 48-week approach; charging for additional sessions; and a two-and-a-half day model.
- 55 Nurture approaches focus upon helping children develop the skills necessary to engage in learning. We have developed 20 nurture rooms in schools and a further 30 cosy corners within nurseries and partner provider settings. In a further development, nurture resources are now being provided in settings used as family contact spaces by social work family support teams. Where nurture approaches have been successfully used there is evidence of improved outcomes for children as measured by the use of the Boxall Profile and other social and emotional literacy assessment tools.

### Engagement with School

- 56 During 2015/16 both primary and secondary sectors have maintained their good performance in relation to attendance rates.
- 57 This session has seen an improved attendance rate in secondary schools for looked after children breaking a four-year trend of reduced attendance. There has been an improvement in the attendance rate for children looked after at home this session.
- 58 While exclusion levels in secondary in 2015/16 have remained at last year's levels, there has been a rise in exclusions in Primary schools this session.

**Table 10 Angus School Exclusion Rates**

Exclusions levels per 1,000 children and young people	2012/13	2013/14	2014/15	2015/16
Primary	4	4	3	9
Secondary	35	35	32	32

- 59 Rates of exclusion among looked after children continue to fall. This is now a sustained 5-year trend in primary and 4-year-trend in secondary. There were no exclusions in primary schools of looked after children this session.
- 60 We have a clear focus on reducing the number of bullying incidents in our schools. There is now a 5-year decreasing trend in primary schools.

**Table 11 Number of Incidents in Primary Schools by Characteristic\***

Year	Racial	Religion/Belief	Sexual Orientation	All others	Total Incidents of bullying
2011/2012	6	0	7	146	159
2012/2013	11	0	5	134	150
2013/2014	8	0	0	140	148
2014/2015	7	0	0	27	34
2015/2016	5	0	1	15	21

**Table12 Number of Incidents in Primary Schools by Behaviours\***

Year	Verbal	Physical	Cyber /Online	Other	Totals
2011/2012	90	56	13	0	159
2012/2013	102	40	8	0	150
2013/2014	90	56	2	0	148
2014/2015	20	22	0	8	50
2015/2016	10	12	0	0	25

61 In secondary there was a rise in incidents compared with 2014/15 with a particular increase in the number of incidents of a racial nature.

**Table 13 Number of Incidents in Secondary Schools by Characteristic\***

Year	Racial	Religion/ Belief	Sexual Orientation	All others	Totals
2011/2012	15	5	5	208	233
2012/2013	14	3	7	161	185
2013/2014	17	0	9	125	151
2014/2015	19	1	10	60	90
2015/2016	35	2	9	80	126

**Table 14 Number of Incidents in Secondary Schools By Behaviours\***

Year	Verbal	Physical	Cyber /Online	Other	Totals
2011/2012	159	50	24	0	233
2012/2013	120	50	15	0	185
2013/2014	111	25	15	0	151
2014/2015	77	31	3	3	114
2015/2016	116	26	6	6	154

\*Please note that there may be differences between the total number of bullying incidents and total number of behaviours as more than one behaviour may be displayed during a single bullying episode

### Consultation/ Engagement

62 The outcomes identified through the extensive Dartington well-being research have strongly influenced the development of the Children and Learning Directorate's Statement of Ambition and our Directorate Improvement Plan for 2016-2019.

63 During 2015/16 the Directorate has undertaken a wide range of engagement activities with children and young people, parents/carers and staff which have helped to shape policy decisions and service developments.

64 For example:

- Over 700 young people, parents and staff attended engagement events held across our secondary schools to consider proposals to change the secondary school week. This was followed up by the use of an online questionnaire through which all stakeholders could submit their views. The feedback received was used to inform the proposals that were presented to Angus Council.
- A new Angus Autism Strategy was developed following consultation with children and young people and parents/carers.
- A Parent Council blog and meetings of the Parent Council Representative Forum provide support for on-going consultation.
- A Children and Learning Blog and twitter hash tag has been developed as a means of making better use of social media to communicate developments and share practice across all services in the Directorate <https://blogs.glowscotland.org.uk/an/anguschildrenandlearning/>
- The Early Years and Childcare Consultation commissioned jointly by the Children and Learning and Communities Directorates has informed how we will meet future needs.
- Angus Community Planning partnership has organised a programme of Charrettes to develop a shared vision for the future development of Angus towns. Children and young people have been supported to contribute their ideas and views as part of this process

65 In 2014/15 the Household Survey indicated that 69% of people surveyed were satisfied or very satisfied with our schools compared to 76% in 2013/14. The average across Scotland is 84%. While these results were disappointing, the range of the Household Survey is limited. The Schools and Learning Service undertook their own detailed survey with parents in 2015 and the results demonstrated wide satisfaction with a number of areas of provision and gave valued improvement feedback. A more detailed analysis of summary of the feedback can be found at:

[http://www.angus.gov.uk/meetings/meeting/139/children\\_and\\_learning](http://www.angus.gov.uk/meetings/meeting/139/children_and_learning).

### Showcase Example 6

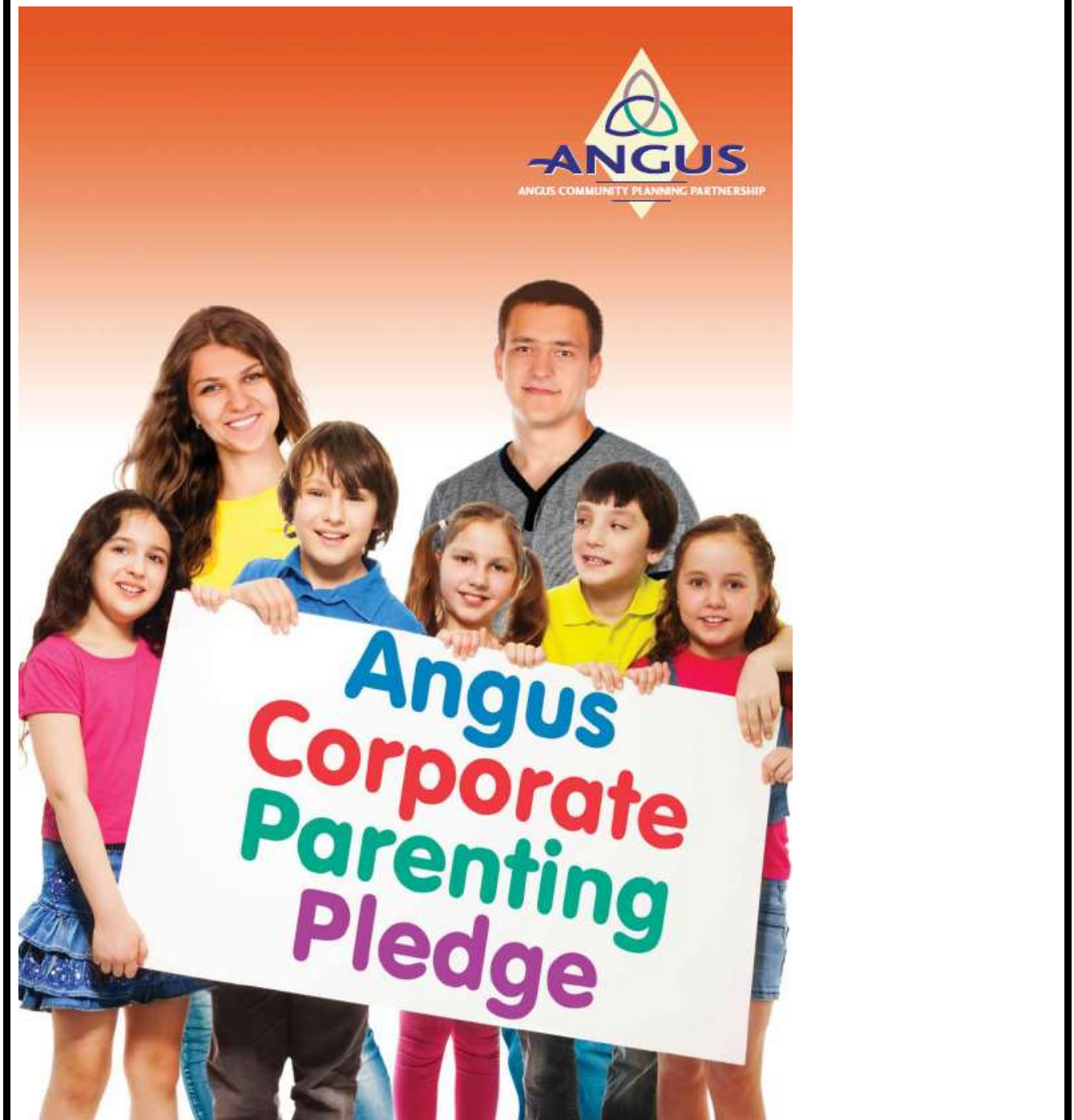
Using feedback from Annual Schools and Learning Survey, further engagement has taken place through workshops and discussions at parent and pupil council meetings to develop “The Angus Schools Deal”. The ‘deal’ is our shared charter, which sets out what schools, parents, children and partners can expect of each other.

The purpose of the ‘deal’ is to:

- Hold each other to account when things go wrong and move forward together.
- Recognise success and congratulate each other when things go well.

## Showcase Example 7

The first commitment in our Corporate Parenting Pledge for looked after children and care leavers is that their views will be listened to and that they will be involved in decisions that affect them. The Transformers in Care Board enables children and young people to raise issues about their care experience directly with senior managers and elected members. This feedback has led to changes in practice. For example, a joint Council/Police Scotland initiative is being piloted with the appointment of a Link Police Officer for Looked After Children.



### **Developing the Young Workforce**

- 66 We are working with partners and employers to develop our young workforce.
- 67 In December 2015, Elected Members agreed the Angus Council Youth Employment Framework - [http://www.angus.gov.uk/meetings/meeting/162/angus\\_council](http://www.angus.gov.uk/meetings/meeting/162/angus_council). This includes a commitment to support a new work experience programme called “Angus Works”. The programme will provide extended work experience placements in the Council, initially for up to 45 young people. The scheme will have the capacity to support 100 places per annum once it is fully operational in 2016/17.
- 68 All schools are actively involved in developing long-term partnerships with a range of employers. On the Brechin community campus site, we are developing a construction training centre, which will be jointly managed and run by Angus Council and Forster’s Roofing Group. This innovative project is being supported by the Scottish Future’s Trust through their ‘Inspiring Learning Fund’.

## HOW GOOD WAS OUR DELIVERY OF SERVICES?

69 We have assessed our performance in this section as **adequate**. This means that our strengths just outweigh our weaknesses.

### What are our strengths?

- Positive external inspection reports for services.
- Improvements in practice in schools and early years' settings are being achieved through a proportionate approach to providing support and challenge.
- Robust whole school and thematic reviews are supporting improvement.
- Improved outcomes for children with additional support needs as a consequence of changes in practice and targeted interventions.
- Our Directorate is sharing information at an early stage with partners to support early intervention and support for vulnerable children and young people.
- Education Scotland has validated the Educational Psychology Service's process for self-evaluation.

### What do we need to improve?

- Ensure consistency in updating policies and procedures in early years' settings.
- Strengthen approaches to self-evaluation in early years and primary school settings.
- Ensure that the curriculum in each primary school is broad and progressive.
- Strengthen arrangements to assess, track and monitor children's progress in primary schools.
- Use data to inform actions to improve outcomes for Looked After Children at Home.
- Address the quality of chronologies in all our files relating to children and young people.
- Ensure that children's needs are being met by improving the quality and scrutiny of children's plans and case files.

## How do we know?

### Early Years

- 70 In the period from August 2015 to June 2016 there were 44 Care Inspectorate reports on early learning and childcare settings across Angus. Twenty-three of these were Angus Council settings and twenty-one were partner providers.
- 71 Across these settings, the Care Inspectorate noted that children experienced a welcoming and safe environment within which children could learn. Partnerships with families were strong. Staff were knowledgeable and committed in their roles. Managers were committed to self-evaluation and improvement.
- 72 Recommendations that applied across a number of settings related to the need to ensure policies and procedures were updated in line with latest requirements and that children and parents should be more involved in supporting self-evaluation.

### Quality Assurance

- 73 Education Scotland inspects and reports on the quality of education in schools. Two primary schools and one secondary school were inspected in 2015/16. The Children and Learning committee was advised of the outcome of these inspections when the reports were published.
- 74 The report for Monifieth High School was very positive. All aspects were evaluated as either good or very good.
- 75 In both primary schools the inspectors commented positively upon children's motivation to learn; the inclusive and caring ethos in the schools; and the opportunities that have been developed for children to learn and achieve outwith the classroom.
- 76 However, both primary schools need to develop a broad and progressive curriculum and to review approaches to self-evaluation.
- 77 The full inspection reports on all three schools can be found at:

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/CortachyPrimarySchoolAngus.asp>

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/InverbrothockPrimarySchoolAngus.asp>

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/MonifiethHighSchoolAngus.asp>

### Supported School Reviews

- 78 Within Angus we provide internal quality assurance through a process known as Supported School Reviews (SSRs). The focus of the SSR visit is to seek answers to three key questions. Underpinning these questions are quality indicators from key documents.

**Table 15**

How well do children learn and achieve?	QI 1.1 – Improvements in Performance QI 2.1 – Learners Experiences
How well does the school support children to develop and learn?	QI 5.1 – The Curriculum QI 5.3 – Meeting Learning Needs
How does the school improve the quality of its work?	QI 5.9 – Improvement through Self-evaluation

- 79 Through the use of these quality indicators, we evaluate the quality of a school's work and provide information on how the school might improve.



- 80 Every school that has a full SSR or Thematic Review receives a follow-through visit after one year to assess progress made against key actions identified in the initial review.
- 81 During session 2015/16, ten full primary school SSRs were carried out.

**Table 16**

Hayshead	St Thomas	Andover
Ladyloan	Timmergreens	Burnside
Muirfield	Airlie	Newtyle
Rosemount		

- 82 In all ten schools visited it was observed that positive relationships had been established between staff, children and parents and children were confident and enthusiastic about their learning. In most schools there was an increased focus upon improving attainment. In all schools a renewed focus on tracking and monitoring processes had been established. In almost all schools a curriculum rationale was in place effectively informing curriculum development. Good progress had been made with progression pathways in numeracy and literacy and this was supporting effective curriculum delivery. There had also been a focus on celebrating wider achievements through whole school events and sharing successes with the wider school community.
- 83 In most schools visited it was recognised that there was a need to continue to improve approaches to self-evaluation. Additionally schools need to continue to focus on increasing the pace and challenge in learning through embedded approaches to planning for progression and strengthening arrangements to assess, track and monitor children's progress.
- 84 During session 2015/16, 18 follow-through primary school SSRs were carried out as follows:

**Table 17**

Friockheim	Inverkeilor	Warddykes	Colliston	Inverbrothock
Woodlands	Aberlemno	Langlands	Strathmartine	Cortachy
Strathmore	Borrowfield	Ferryden	Lochside	St Margaret's
Southesk	Grange	Birkhill		

- 85 SSR follow-through visits involve a professional discussion between the Head Teacher, members of the school management team and the lead Quality Improvement Officer and members of the original SSR team. The purpose of this discussion is to evaluate progress made against the points for action identified in the original SSR. The visit also includes a review of evidence and where appropriate class visits and discussion with stakeholder groups.
- 86 All schools who received an SSR follow-through in session 2015-16 made either good or very good progress against the points of action identified in the original SSR.
- 87 Supported visits to primary schools have highlighted highly effective examples of partnership working between schools and their wider communities. These partnerships are allowing children to develop skills for learning life and work.

**Showcase Example 8**

Support visits to schools have highlighted highly effective examples of partnership working between schools and their wider communities. These partnerships are allowing children to develop skills for learning life and work.

Rosemount Primary School has established extensive links with local businesses supported by quality experiences in class linked to technologies and engineering experiences.

- 88 During session 2015-2016 full Supported School Reviews (SSR) were carried out in Arbroath High School, Montrose Academy and Webster's High School. Six Broad General Education (BGE) reviews were carried out in Arbroath Academy, Arbroath High School, Brechin High School, Carnoustie High School, Forfar Academy and Webster's High School. One Mathematics Thematic Review was carried out in Forfar Academy.
- 89 In all reviews, the visiting team noted that relationships between young people and staff were very good and that all schools are continuing to prioritise improving attainment. A focus on effective learning and teaching and the development of rigorous systems of tracking, monitoring and early intervention were clearly evident in all schools.
- 90 However, all secondary reviews identified variation in the quality of learning and teaching, both within and across curricular areas. Setting the learning in context, effective use of questioning, appropriate pace and challenge and feedback are the common themes that require further development.
- 91 Good progress has been made to systems for tracking and monitoring the progress of young people. All schools are working to ensure that professional judgements and formative and summative assessment information are used in conjunction with agreed standards within each curricular area. Meaningful communication with young people and parents about progress and next steps in learning is an area in need of further consideration and development.
- 92 More specifically, the BGE reviews highlighted a greater focus on curricular transition from primary into secondary.

### Curriculum

- 93 The Angus Early Reading Toolkit gives key guidance on the teaching of early literacy skills. The Angus Standards for literacy have been finalised based on the significant aspects of learning for each CFE level. Both of these developments are supporting staff in Early Years settings and primary schools to improve attainment in literacy.
- 94 Increasingly our schools are using outdoor classrooms and their local surroundings to provide motivating learning experiences for our children. Friockheim PS has been working closely with parents to promote outdoor learning. Primary 5 and 6 children achieved a Discovery Award through the John Muir environmental award scheme. At Monikie Primary school children across all stages have used their local environment and our country parks to develop their learning in literacy and science.



- 95 Our schools continue to implement the national plan for learning modern languages known as 1+2. Many primary schools have introduced French in to their daily classroom routines from P1 and in some cases pre-school classes.
- 96 The opportunity to learn Mandarin as an additional language choice has been enhanced through the formal establishment of a Confucius Classroom Hub at Carnoustie High School. We are pursuing our interest in creating a Primary Hub at Burnside Primary School.

### Showcase Example 9

At Maisondieu Primary School in Brechin, a number of language sessions have taken place for parents to enable them to help support their children with French at home. Four of our schools have also secured extra funding to develop innovative ways of using French in the classroom. Their plans include the use of iPads and special apps to use technology to help to motivate children with their language learning.

- 97 Angus Mathematics Progress Checks have been piloted in 14 primary schools. This tool has helped to support teachers to improve planning for progression in children's learning and to support transition between CFE levels.
- 98 Secondary schools have been reviewing their broad General Education (BGE) courses this year to increase the pace and challenge of learning to better prepare children and young people for studying National Qualifications. The BGE thematic reviews assisted schools with this work.
- Session 2015/16 saw the first running of the new Advanced Higher qualifications. Staff are positive about the clear progression from National 5 to Advanced Higher qualifications.
- 99 To promote learning and careers in science, technology, engineering and mathematics, Dundee and Angus College recently ran two Code Academies for Angus children and young people. These workshops for children and young people in upper primary and in S5/S6 provided opportunities to develop skills in computer coding.

### Showcase Example 10

As part of their work to develop future career opportunities, a number of our secondary schools have developed new partnerships with local employers.

Montrose Academy has been working closely with GE Oil and Gas to encourage girls in to STEM careers. This has included providing opportunities for groups of S1 and S2 girls to undertake a series of visits to tour the GE Oil and Gas facilities and the setting up of engineering project challenges for older year groups assisted by the company.

Webster's High have established a partnerships with J D Wilkie with the aim of affording as many pupils as possible an insight into the range of career opportunities within the factory and their other companies. Senior pupils have attended regular work placements. J & D Wilkie are keen to employ pupils who have completed work placements with them as modern apprentices, and promote these opportunities to the school before advertising them to the general public.

## Inspections of Social Work Services for Children and Young Adults

- 100 During 2015/16, the Care Inspectorate published for three social work registered services for children and young adults. All services received positive evaluations across the suite of indicators. Evaluations for all three services had either been improved or maintained from previous inspections.

**Table 18 Care Inspectorate Gradings 2015/16**

Service	Quality of care and support	Quality of staffing	Quality of management and leadership
<b>Young People Housing Support Service, Millgate Loan</b>	Good	Very Good	Very Good
<b>Supported Lodgings TCAC</b>	Very Good	Very Good	Very good
<b>Fostering Service</b>	Very Good	Very Good	Not applicable

## Children and Family Services

- 101 The numbers of looked after and accommodated children and young people remain stable with 244 looked after and accommodated children on 31 March 2016 compared to 255 at the same date in 2015. The service continues to perform well in reviewing the care of looked after children with 93% of reviews being held within the statutory timescales.
- 102 All child protection referrals were responded to within 24 hours. There were 322 child protection investigations in 2015/16 with 80% concluded within 7 days (the standard introduced by the National Guidance for Child Protection). Due to the complexity of the issues involved it is appropriate that some investigations take longer than 7 days to complete. 96% of children named on the Child Protection Register were visited at home every 2 weeks. Where this did not happen alternative arrangements were made to ensure that the specific children were safe.
- 103 A comprehensive audit of cases has highlighted good outcomes for children known to the service and we have reduced the average length of stay for our children and young people who have been placed in secure accommodation.
- 104 In 2016 the work of our Angus Public Protection Team received national recognition when they were awarded the Social Work Team Award by the Scottish Association of Social Workers (SASW).
- 105 In addition the Angus Criminal Justice Service was also recognised by the Tayside Community Justice Authority in seven award categories including for Team of the Year.

## Self-Evaluation

- 106 During 2015/16 the Education Psychology Service (EPS) worked collaboratively with Education Scotland in a process called Validated Self-Evaluation (VSE). Education Scotland staff were able to assess the rigour of the EPS' self-evaluation processes in two areas namely the support being provided to children and young people with literacy difficulties and the effectiveness of partnership working to meet the needs of Looked After Children. At the conclusion of the review process the Education Scotland team was confident that the service had effective processes for self-evaluation to bring about continuous improvement.
- 107 One area identified by the service for improvement was the need to further examine the data held within the authority about LAC and how best to use this to ensure the best educational outcomes for LAC, especially those living at home.
- 108 Working with colleagues from the Community Planning Partnership, the Children and Learning Directorate has undertaken a wide range of self-evaluation activities to explore the impact of our collective work on improving outcomes for vulnerable and at risk children and young people. This has included undertaking a large case file reading audit exercise; convening networks of support to reflect on individual case studies; and a staff survey and direct consultation with young people and parents/carers.

- 109 From this work we have identified areas of strength such as good sharing of information at an early stage leading to children and families receiving timely and effective support; and clear evidence that more stable environments were being achieved for children as a result of collaboration across services.
- 110 Clear priorities for improvement were also identified with regard to the quality of chronologies to support analysis of the risks; and the need to review and improve the quality of planning to address the needs identified.

### Inclusion

- 111 Our children and young people with social, emotional and behavioural needs are supported in their education through the Additional Support Needs (ASN) service. Children and young people are helped to remain within their schools as part of the staged intervention process. This is improving attendance and academic achievements as well as movement into positive destinations.
- 112 A primary teacher and support for learning assistant have been deployed to support children from military families at the Condor Marine base in Arbroath. This support has enabled children and young people to settle more quickly into their new schools and to cope better with the disruption in their learning caused by frequent moves of school. From evaluations carried out, it is clear that the support being provided has helped these children to develop their confidence and become more positive in their attitudes to learning.
- 113 Collaborative working between English as an additional language teachers, Early Years' staff, school staff and parents is supporting improved outcomes for children for whom English is a second language. A blog has been established to provide advice and guidance and to highlight the successes of our support for these children and young people:  
<https://blogs.glowscotland.org.uk/an/EALe-LearningBlog/>
- 114 As part of the on-going work to improve educational outcomes for looked after children (LAC) the Educational Psychology Service (EPS) carried out a needs analysis survey with Designated Managers in every school in Angus. The survey has identified that Designated Managers would appreciate the opportunity to have multi-agency training offered on an annual basis to help in establishing their role with LAC. Specific mention was made about a need for clarification on recent legislation with regards to LAC and the role of the Named Person and the similarities/differences to this role compared to that of the Designated Manager.
- 115 EPS has developed a strong relationship with Centre for Excellence for Looked After Children in Scotland (CELCIS) over the past year by participating in their Education Forum and attending several training events. A CELCIS representative delivered training to the service in June that covered the implications for LAC and education of the Children & Young People (Scotland) Act 2014. The key points from this training will be shared with Designated Managers in Angus to ensure that the needs of every looked after child are being met.
- 116 In September 2016 the EPS undertook their Validated Self Evaluation activity with representatives from Education Scotland. One of the themes examined was the partnership working of Angus EPS with other agencies to support LAC. One area identified by the service for improvement was the need to further examine the data held within the authority about LAC and how best to use this to ensure the best educational outcomes for LAC, especially those living at home. A working group is being established with representatives from Schools and Learning in order to take this forward.

## HOW GOOD WAS OUR MANAGEMENT?

117 We have assessed our performance in this section as **adequate**. This means that our strengths just outweigh our weaknesses.

### What are our strengths?

- Established an Angus Educational Leadership Framework modelled on national best practice
- Support for professional learning through wide ranging collaboration and networking
- Significant investment in new community campuses and residential and housing support facilities for our children and young people

### What do we need to improve?

- Ensure we carry out regular and robust review of progress on planned improvements.
- Develop a comprehensive commissioning strategy for Children's services.
- Strengthen partnership arrangements with neighbouring local authorities and public sector agencies.
- Develop a consistent approach to locality planning, working and leadership
- Strengthen communication with staff teams and feeding back to them how the outcomes of consultation have been used to shape policy decisions.

## How do we know?

### Policy Review and Development

- 118 During 2015/16 the Operational Instructions for Children and Young People's Services were rationalised and updated.

A Directorate Engagement Strategy was developed to provide a clear guide for service users about how they can have their say and influence decisions.

### Planning

- 119 The Children and Learning Directorate Improvement Plan (DIP) supports the current Council's priorities and those of the wider Angus Community Planning Partnership.
- 120 Our DIP sets out our high-level priorities and objectives. A number of operational plans set out in more detail the actions to be taken by services and teams in support of these.
- 121 Monitoring progress with our DIP will be improved in 2016/17 with the introduction of a revised Business Calendar to support regular review of key actions and performance measures by the Senior Leadership Team.
- 122 However, we do not have a comprehensive commissioning strategy for children's services. This will include working with other local authorities and partners to strengthen collaboration, reduce duplication and explore opportunities to improve service delivery.
- 123 We also need to develop a consistent approach to locality planning, working and leadership.

### Management and Support of Staff

- 124 The Children and Learning Directorate has been exploring creative approaches to supporting increased recruitment of teachers and social workers. With regard to teacher recruitment, an Angus Offer is under development that will bring together a number of actions to support enhanced recruitment incentives for staff coming to work in Angus.
- 125 The Directorate has introduced "grow your own" programmes of study in partnership with Dundee and Aberdeen Universities to offer opportunities for staff working in other areas of the Council to train as teachers or social workers. In addition we have our own social work graduate recruitment and mentoring scheme.
- 126 All staff across the Directorate engage in annual appraisal or Professional Review and Development meetings. These enable development and training needs to be identified and addressed by line managers. In addition staff are supported to carry out their responsibilities through regular supervision meetings with their line manager.
- 127 Professionals within the Children and Learning Directorate have an obligation to keep themselves up to date with current best practice through attendance and involvement in professional learning.
- 128 Professional update was introduced for all teachers in 2014/15. Over 200 teaching staff were required to complete the process by 31 October 2015. Angus Council was one of only two local authorities to have a 100% completion rate.
- 129 Our participation in the national Raising Attainment for All programme has strengthened joint working across primary schools in Angus with a key focus on raising attainment. It has enabled a much greater focus in the schools involved on measuring progress and in using data more effectively.
- 130 An Angus Educational Leadership Development Framework (ELDF) has been implemented this session to develop leadership at all levels across schools. The Leadership Framework has provided professional learning opportunities at classroom, middle and senior management levels and has been welcomed by teaching staff. The Framework has now been reviewed and an enhanced programme will be offered in session 2016/17. The Framework will be promoted more widely to increase levels of staff participation.

- 131 A new national “Into Headship” qualification was launched in September 2015. The Education (Scotland) Act 2016 Scottish Government makes provision for this qualification to be mandatory from session 2018/19 for all new Head Teachers. Angus Council has entered into a partnership with the University of Dundee to deliver this new qualification, which replaces the Scottish Qualification for Headship (SQH). The “Into Headship” qualification is a key component of the Educational Leadership Development Framework for the Children and Learning Directorate

### Showcase Example 11

Angus Learning Festival: Around 400 Angus teachers came together at Carnoustie High School during the in-service day in November for our first Learning Festival. The purpose of the event was to share practice and learn from each other. A menu of workshops and discussion sessions were offered to participants led by staff from our own schools, the Schools and Learning Team and visiting speakers. The Learning Festival provided a very good opportunity to recognise and share emerging practice in Angus in relation to innovative learning approaches such as Growth Mind-set and the developing a language of learning.

- 132 The Early Years’ Team has continued to support all Early Learning and Childcare settings through providing a range of learning opportunities. In November 2015, the Early Years’ Service organised an Early Years’ Conference about Transitions. The conference held over two days attracted over 300 people from Health and Social Work. The event was supported by colleagues from Education Scotland, Care Inspectorate, Strathclyde University and our own Directorate. The event saw a commitment, from all partners, to take forward greater locality working. The Early Years’ Service and Dundee and Angus College have begun work to develop a career route and professional learning pathway for Early Years Practitioners across Angus
- 133 The Educational Psychology Service (EPS) has continued to deliver Attachment, Child Development and Nurture training course across Angus. Staff from most Local Authority Pre-School Settings and Voluntary and Private Provider Settings have attended these courses.
- 134 Following a series of professional learning events led by EPS over recent years, the “Bounceback” resilience and well-being programme is now established across a number of schools in Angus as part of their whole school curriculum and as support in the use of Restorative Approaches.
- 135 We continue to work towards the implementation of the Children and Young People (Scotland) Act in August 2016. A training programme has been developed and is currently being delivered in collaboration with the Child Protection Committee. Key areas covered are; Role of Named Person/Lead Professional; Information sharing, Chronologies, Assessment, Decision Making and Child’s Plan.
- 136 We have continued to focus on delivering training for the protection of people on a partnership basis. Both the Angus Child and Angus Adult Protections Committees have focussed on providing good quality multi-agency training across 3 workforce levels; general, specific and intensive.
- 137 During 2015/16 as part of the Care Inspectorate inspection of services for children and young people in Angus, a staff questionnaire was issued to lead professionals in the Children and Family Service and named persons in the Schools and Learning Service. Overall the feedback was positive with a higher than median response to questions which asked about staff perceptions of feeling valued and supported by line managers; about the way their service involved children and young people in decisions about them and about the quality and impact of training received. For some questions the Angus response was below the median. For example for questions which asked about staff perception of the account taken of their views when planning services and communication between senior managers and front line staff.



## Showcase Example 12

Keeping Children Safe in a Digital World was an event staged in the Reid Hall in, Forfar in March 2016. A highlight of the event was the drama presentation on online grooming by Forfar Academy staff and young people which delivered a powerful message about the online risks young people may be exposed to whilst in the physical safety of their own homes. Over 100 staff and parents/carers attended the event with evaluations indicating that the event programme had increased awareness and understanding of online risks and how to keep children and young people safe.

### Financial Management

- 138 In accordance with Financial Regulations, budget monitoring reports have been provided to Policy and Resources Committee on a regular basis throughout the financial year.
- 139 Members of SLT led a series of open briefings with staff teams across localities to promote understanding of current budget spend and challenges and to promote staff involvement in discussions about setting future budget priorities.
- 140 Our spending on certain aspects of service provision are benchmarked against local Council spend across Scotland. Comparison figures for 15/16 are not yet available but the costs for 14/15 are can be found at [http://www.angus.gov.uk/info/20044/performance\\_and\\_statistics/346/how\\_we\\_compare](http://www.angus.gov.uk/info/20044/performance_and_statistics/346/how_we_compare).

### Estate Management

- 141 We are developing a school investment strategy for Angus that will set out a long-term framework for improving the school estate. The strategy will identify future demands on the school estate. It will take account of demographics; the impact of policy developments; and planned housing developments. We will also take account of the scarcity of resources available and how we best use them to maximise attainment and achievement, and the experience of children and young people in our schools.
- 142 During 2015/16 work continued to improve and enhance the Children and Learning Directorate Estate. This included: -
- The new Brechin Community Campus opened for young people on Wednesday 17 February 2016. This project has created a new community campus which incorporates the replacement for Brechin High School, enhanced community leisure facilities, a performance space and accommodation for adult learning and youth activities.
  - Work is also continuing on the new Forfar Community Campus which is due to open in February 2017.
  - New primary schools at Timmergreens and Warddykes in Arbroath are scheduled to open in August 2016.
- 143 Proposals are being progressed to start formal consultation and procurement procedures with regard to plans for new build replacement schools for Hayshead, Ladyloan and Muirfield Primary Schools as the next phase of the Arbroath Schools Project.

### Showcase Example 13

Brambles Cottage: A small number of our children and young people require specialist support in residential provision. Until recently some of these young people had to be cared for outside Angus because we did not have sufficient or appropriate accommodation for them. We have now invested £1.3m in Bramble Cottages, a modern, bespoke home for some of the children and young people in our care. The new residential provision was occupied in early July 2015. Offering this accommodation in Angus helps young people preserve friendships and other local connections and avoids unnecessary placements elsewhere in Scotland.



## HOW GOOD WAS OUR LEADERSHIP?

144 We have assessed our performance in this section as **good**. This means that we have important strengths with areas for improvement.

### What are our strengths?

- Clear and well understood vision and values as set out in the Children & Learning Statement of Ambition
- Direct and clear links between vision and values and strategic planning for the Directorate
- Streamlined approach to improvement planning
- Quality of committee reporting to Elected Members

### What do we need to improve?

- Plan for more regular opportunities to engage in collaborative self-evaluation to better inform planning for improvement
- Ensure that our leaders across the Directorate have appropriate autonomy, responsibility and resilience to lead the change we need to see.

## How do we know?

### Vision, Values and aims

- 145 Building upon previous engagement work with staff during 2014/15 to explore an agreed set of values, aims and ambitions for our Directorate, we agreed upon a set of four commitments to underpin and inform our work. The four commitments are:
- Commitment to the young people of Angus
  - Commitment to improve
  - Commitment to staff
  - Commitment to values
- 146 Taken together these commitments create an overall Statement of Ambition for our young people and our services. The Senior Leadership Team has actively promoted this new Statement of Ambition for the Directorate through a series of engagement events with staff teams across localities and through social media options such as our Children and Learning blog.
- 147 Future Directorate and Service Improvement Plans will be prepared on the basis of this statement and we use the statement as a key reference point for the decisions we make. Creating the Statement of Ambition is a further signal of our intent to work across service areas and disciplines within our Directorate to better meet the needs of our children and young people.
- 148 During 15/16 the Senior Leadership Team has sought to build upon engagement with teams across the Directorate through a series of showcase events where teams are given the opportunity to share examples of effective working practice. These events have also provided increased opportunities for staff across the Directorate to engage with and provide feedback to the SLT.

### Showcase Example 14

In September 2015 four members of the Directorate's Senior Leadership Team (SLT) attended the first of our Executive Showcases. We were warmly welcomed by a group of enthusiastic staff, who described a number of activities in Arbroath Academy grouped around the theme of "Together – with pride". Each item highlighted collaborative working based on the school's agreed values. The examples that were showcased covered the whole spectrum of school and community life: international, national, community, partners, cluster, and across the school. Further details available :

<https://blogs.glowscotland.org.uk/an/anguschildrenandlearning/2015/12/04/executive-showcase-arbroath-academy/>

### Showcase example 15

In October 2015 the Child Protection Team hosted an Executive Showcase visit to highlight a fantastic initiative working with women to ensure that they have a positive pregnancy and the healthiest baby possible. The focus is on mothers who present as high risk because of substance use. The team's work involved spending more time with mothers during pregnancy, providing practical support and guidance and crucially, building trust. The team worked with 5 mothers during the project. All of the babies have stayed with family members after birth whereas in the past many babies have been taken in to local authority care. All of the babies were healthy at birth and none of them suffered neo-natal abstinence syndrome. Further details available at:

<https://blogs.glowscotland.org.uk/an/anguschildrenandlearning/2015/12/14/executive-showcase-child-protection-team/>

## **Leadership and Direction**

- 149 During 2015/16 in line with the commitment to improve in our Statement of Ambition, we have revised our approach to producing our Directorate Improvement Plan. The plan is more streamlined and communicates more straightforwardly to staff what our strategic priorities for improvement are, what actions we shall take to improve and how we shall measure our progress.
- 150 Key priorities and actions included within the improvement plan were identified from analysis of the research evidence generated by the extensive well-being research project carried out across Angus in collaboration with Scottish Government in September 2014.
- 151 In addition preparation of the new plan was supported by a Directorate wide self-evaluation morning of workshops in September 2015 where services across the Directorate had shared discussions about progress with developments and how we would improve collaborative working to realise the Directorate's priorities.
- 152 The introduction of a tightly planned schedule of committee reporting has improved the timeliness and quality of reporting to the Children and Learning Committee.
- 153 As our budget position continues to be constrained, we need to ensure that our leaders and managers are equipped to undertake their roles. This means that we must be clear about levels of autonomy and responsibility. We also need to support them to be robust in fulfilling their duties and resilient in dealing with challenges.

## **Risk Management**

- 154 The Directorate has worked hard to ensure it meets Council and corporate governance requirements in terms of Risk Management. Risks are managed at both corporate and service level. The Directorate improvement plan has detailed risk registers which are monitored at regular intervals over the course of a year.

## CONCLUSION

- 155 As a Directorate we are confident that the evidence and evaluation of the work of the Children and Learning Directorate indicates that:
- 156 We have made progress in educational attainment. We have enhanced the support provided for our most vulnerable children and young people. However, we need to do more to ensure that every child has the same opportunity to succeed.
- 157 There are examples of robust approaches to self-evaluation within the Directorate but there is scope to strengthen our practice through increased collaborative reflection supported by improved use of performance data.
- 158 The Directorate has established clear goals and expectations that are shaping strategic planning. This should now be built upon through increased inter-working in order to realise the full potential of integrated service delivery for the children and young people of Angus.

## Appendix 1: Evaluation of Performance

For each of the high level questions we have given an evaluation level using the quality assurance framework, How Good is our Council. The levels in the framework are:

**Table 19**

<b>Level</b>	<b>Description</b>
Excellent	outstanding, sector leading
Very good	major strengths
Good	important strengths with areas for improvement
Adequate	strengths just outweigh weaknesses
Weak	important weaknesses
Unsatisfactory	major weaknesses

**Table 20 – Summary of evaluation levels for 2015-16**

<b>High Level Question</b>	<b>Current Level</b>
What key outcomes have we achieved?	<b>Good</b>
How well have we met the needs of stakeholders?	<b>Good</b>
How good was our delivery of services?	<b>Adequate</b>
How good was our management?	<b>Adequate</b>
How good was our leadership?	<b>Good</b>

