

# Angus Council

## People Directorate



## Annual Evaluation Report

### 2014-2015

#### Notable successes and developments

- Record exam performance in the 2014/15 exam diet on across S4-S6.
- Positive inspection reports achieved by all Early years, nursery, primary and social work services for children.
- The increased provision and uptake of opportunities for wider achievement for children and young people in Angus.
- Improved positive destinations outcomes for looked after children.
- The expansion of nurture provision in schools, nurseries and early years settings.
- The extensive consultation undertaken across Angus through the Children and Young People's Well-Being Research to inform targeting of resources.
- Successful implementation of requirement to provide 600 hours of childcare for vulnerable 2 year olds.

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**NB** Throughout the report a number of examples of good practice have been showcased through the use of highlighted text boxes.



## **MARGO WILLIAMSON, STRATEGIC DIRECTOR - PEOPLE**

### **FOREWORD**

- 1 Welcome to the People Directorate's annual evaluation report for 2014/2015. I am very pleased with the progress we are making as a Directorate in meeting the needs and securing improved outcomes for all children and young people in Angus.
- 2 Local authorities are required to publish an education Standards and Quality report and a Chief Social Work Officer's report annually.
- 3 This report satisfies the requirements of the Standards in Scotland's Schools Act (2000) while a separate report has been produced by the Chief Social Work officer in accordance with the Local Government (Scotland) Act 1994. Together these reports provide reassurance to the public, elected members and staff with regard to the quality of our work. The Directorate's Senior Leadership Team (myself as Strategic Director, supported by the Head of Children and Young Peoples' Services; the Head of Schools and Learning; the Head of Quality and Performance; the Head of Adult Services) works closely to ensure Angus Council fulfils its statutory functions and supports the people who use our services.
- 4 Throughout 2014/2015, we have continued to provide high quality services for and with the people of Angus. Education and social work services have worked collaboratively with a range of partners, to achieve the outcomes of the Angus Community Plan and Single Outcome Agreement 2013-2016.
- 5 This report provides a summary of our performance across all services for children and young people in Angus. In preparation for Social Care and Health Integration, a separate evaluation report will be produced for Adult Services.
- 6 The report contains a range of qualitative and quantitative information, as well as examples of good practice, to demonstrate the impact of our services on the people of Angus. The report is based on a range of evidence including:
  - Education Scotland inspection reports
  - Supported School Reviews and thematic reviews (mathematics/numeracy)
  - Care Inspectorate inspection reports
  - Business Unit/ team self-evaluation reports
  - Attainment in SQA examinations and School Leaver Destination data
  - Establishment Standards and Quality Reports and Improvement Plans
  - Information gathered through regular visits to establishments by Quality Improvement Officers and members of the Directorate.

7 Throughout the year we have continued to:

- implement Curriculum for Excellence successfully;
- improve levels of attainment and achievement for all our young people;
- support our most vulnerable young people and families;
- embed the GIRFEC agenda;
- protect children and young people

8 I hope you find this report informative and are encouraged by the many examples of successful practice, some of which have received national recognition.

**Margo Williamson, Strategic Director - People**

## CONTEXT

9 The People Directorate of Angus Council focuses on services in education and social work to Angus residents. The re-structure of all services in education and social work has led to the formation of four service streams within the People Directorate. These are:

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

### **Schools and Learning**

10 There are 53 primary schools and 8 secondary schools in Angus. These schools vary enormously in size; the smallest primary has fewer than 10 primary pupils, and the largest 400 primary pupils. The secondary schools vary in size from 600 pupils to approximately 1100. There is an expectation, however, that the quality of education will be uniformly high across all schools - affecting all 8648 primary pupils and 6477 secondary pupils (September 2014 census).

11 Work within this service focuses on:

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

### **Services to Children and Young People**

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

13 48 of our primary schools have nursery classes with an intake of 1306 – 81% of total capacity. Parents do not have a legal responsibility to send their children to nursery, but the Council has an obligation to make available pre-school education for 4 year olds and for 3 year olds with new requirements being introduced for some groups of 2 year olds. 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.

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

- Supporting early learning and care ( 2790 children in receipt of early learning and childcare)
- Supporting children and families
- Extended support services for 255 children and young people in care including statutory responsibilities for Looked After Children
- Residential care and fostering
- Children with additional support needs and children with disabilities
- Child protection services ( 67 children on register)
- Education Psychology service

## **Quality and Performance**

15 This service has overarching responsibility for quality 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
- 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
- Asset Management including the school estate strategy and physical resources.

## WHAT KEY OUTCOMES HAVE WE ACHIEVED?

16 This section of the report sets out some of the key performance outcomes we have achieved in relation to our ambitions.

### Children and Young People

17 The Directorate is committed to ensuring that we get it right for all children and young people. Staff across establishments work hard to ensure that children and young people are safe, healthy, included, active, nurtured, achieving, respected, responsible and included. We have clear aspirations for our young people and have encouraged them to become confident, successful and responsible, with the necessary skills for learning, life and work.

### Attainment in Primary Schools

18 Curriculum for Excellence is now embedded in all primary schools. Children in all schools are provided with quality learning experiences to enable them to achieve outcomes at age appropriate levels. Pupils are expected to progress through the following levels:

- Early level – the pre-school year and P1
- First level – P 2 through to the end of P4
- Second level – P5 through to the end of P7

19 Information relating to achievement of curriculum levels was gathered for primary pupils in Angus for the first time in session 2013/14 and is now reported on annually. The percentages in the table below relate to the percentage of pupils who are secure, that is, have reached the expected standard, at the end of each CFE level in school session 14/15. There is a national stretch aim for 85% of pupils in P7 to be secure in the Broad General Education at second level. This target is to be achieved by June 2017. In Angus, we have set an ambitious local target of 90% which we aim to achieve by June 2017. Key actions being taken to realise this target include working with schools to scrutinise attainment data more effectively and to raise confidence amongst teachers in reaching professional judgements about levels of attainment. The development of Angus curriculum standards in literacy and numeracy has supported the development of teacher confidence. This guidance has also supported and informed moderation discussions between teachers within and across schools.

**Table 1 Numeracy Attainment Data**

CFE Attainment	June 2013/14	June 2014/15
P1/Early level	88%	87%
P4/First level	84%	85%
P7/Second level	79%	83%

**Table 2 Literacy Attainment Data**

CFE Attainment	2013/14	2014/15
P1/Early level	87%	87%
P4/First level	82%	84%
P7/Second level	78%	85%

- 20 The above tables clearly show improvements in performance by the end of primary 4 and primary 7 for both numeracy and literacy. There are significant improvements at primary 7 and feedback from schools shows the difference the Angus Standards are making to the confidence and reliability of teacher judgements. The closer scrutiny and challenge being provided by the Quality Improvement Officers is ensuring that schools are better able to evidence their teacher judgements and demonstrate the interventions being used to support those children not yet meeting expected standards.
- 21 Attainment at primary one shows a slight dip in the percentage of pupils secure at the end of early level in numeracy. We have developed new progression pathways for early level numeracy and will continue to focus upon improving the pace of learning and curricular transitions from pre-school to primary. It is anticipated that these progression pathways and the Angus Standards will increase teacher understanding and confidence in confirming levels of attainment and lead to prior learning being built on more effectively.

### **Standardised Assessments**

- 22 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).
- 23 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 3 2012-15 Primary 1 PIPs Attainment**

<b>Year</b>	<b>Reading</b>	<b>Mathematics</b>
2012-13	48	49
2013-14	48	50
2014-15	49	50

- 24 The above table illustrates the three year attainment profile from PIPS assessments in Angus. The 2014/15 PIPs scores for Angus pupils in P1 are average (50) for maths and 1% below average (49) for literacy. While the attainment of the children has remained steady in Maths it is noted that reading performance has increased in 2014/15. However, it is clear that we still need to focus on improving early literacy skills and the introduction of a new reading toolkit for early level in August 2015 will help support this process. The Toolkit has been informed by key national and local policy documents and makes strong links between theory and practice on the development of reading skills. It will be relevant for everyone working in the Private and Voluntary sector, school nursery settings and Primary One classes. A series of professional learning events based on the toolkit have been scheduled for session 15-16 to support all educators across Early Level to critically reflect on current practice and plan improvements.
- 25 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 4 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

- 26 The above results indicate that all of the above data for reading and maths is in line with the national average. Attainment in Reading at primary 5 and Mathematics in primary 3 is above the national average score of 100. There is, however, scope for further improvement in all areas.
- 27 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**

- 28 Information relating to achievement of curriculum levels for literacy and numeracy based on teacher professional judgement was gathered for secondary pupils in Angus for the first time in session 2013/14 and is now reported on annually. There is a national stretch aim for 85% of pupils within each school cluster to have achieved third level in literacy and numeracy by 2019. In Angus we have set an ambitious local target of 90% which we aim to achieve by June 2017.

**Table 5 Percentage of pupils secure in literacy CFE level 3 by the end of S3**

<b>Year</b>	<b>2013/14</b>	<b>2014/15</b>
Angus Council	87	87

**Table 6 Percentage of pupils secure in numeracy CFE level 3 by the end of S3**

<b>Year</b>	<b>2013/14</b>	<b>2014/15</b>
Angus Council	77	79

- 29 Although there had been a slight improvement in the Numeracy secure levels, this continues to be a major area of focus for Schools and Learning. The Numeracy Thematic Reviews carried out in 2014/15 have identified key areas for improvement and schools will continue to be supported to achieve improved attainment levels.

#### **Senior Phase S4-6**

- 30 Pupils in the Senior Phase of secondary school (S4 - S6) have the opportunity to have their learning accredited through the Scottish Qualification Authority (SQA). The performance of each school in the SQA awards is analysed and informs planning to ensure attainment is raised in all schools.

**Table 7 Scottish Qualifications Authority Awards**

<b>Measures % of pupils achieving</b>	<b>Initial Angus Data 2013-2014</b>	<b>Initial Angus Data 2014-2015</b>
5+ Level 3 by the end of S4	74%	79%
5+ Level 4 by the end of S4	68%	73%
5+ Level 5 by the end of S4	33%	37%
1+ Level 6 by the end of S5	49%	60%
3+ Level 6 by the end of S5	25%	33%
5+ Level 6 by the end of S5	11%	13%
1+ Level 7 by the end of S6	16%	17%

- 31 The data in the above table comparing the performance of pupils across Angus in the 2013-2014 and 2014-15 exam diets is based on the publication of initial SQA data. The data will be updated later in the year to allow a final comparison to be made. However, the initial data for 2014-2015 does support our own forecast of improved attainment which was anticipated through the recording and scrutiny of regular attainment predictions from secondary schools. The data shows that attainment has improved on all measures S4-S6. Of particular note is the improvement in the achievement of 5 or more awards at level 5 in S4 and all measures for S5 which are our strongest set of results in recent years. The very positive improvement in performance on all measures in the latest exam diet has been underscored by evidence of most schools having developed highly efficient pupil tracking systems to support appropriate and timeous interventions for individual or groups of pupils.
- 32 This year schools have had access to Insight, the Senior Phase Benchmarking Toolkit which looks at broader measures' of attainment. In future self-evaluation reports, there will be greater discussion of these performance measures. A more detailed attainment analysis report will be presented to the Children and Learning Committee in Spring 2016. This report will include commentary around the Insight measures.
- 33 Raising the attainment and achievement of looked after children remains a key priority for Angus Council. Whilst looked after children tend to have lower educational attainment than non-looked after children progress has been made in narrowing this gap over the last three years. The recently published Scottish Government report, "Education Outcomes for Scotland's Looked After Children 2013-14" (published 17 June, 2015) highlighted that 100% of looked after children leaving school in Angus in 2014 gained at least one or more Scottish Credit and Qualifications Framework (SCQF) at level four. This compares with 74% of looked after school leavers nationally.
- 34 Looked after school leavers who experience fewer placements in a year, tend to attain higher average attainment. A key focus in Angus remains on increasing the number of foster carers and improving the level of support to foster carers in order to minimise the number of different placements children experience.

### **Achievement for All**

- 35 The provision of a fully inclusive learning environment for all children and young people has continued to be a major strategic objective for all educational establishments. A range of support services have ensured that the needs of those children and young people, who have experienced social, emotional, educational and behavioural challenges, have been met.

### Showcase Example 1

A significant expansion of Angus primary schools participation in the Micro -Tyco national challenge in 2014/15 raised over £34,000 to invest in micro-loans to help the world's poorest people work their way out of poverty. While all participating schools deserve recognition for their entrepreneurial efforts, it is particularly notable that three Angus primary schools namely Edzell PS, Grange PS and Borrowfield PS, achieved levels of fund raising success that achieved top place rankings in the National Schools Challenge.

- 36 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 10 other local authorities with a mix of urban and rural areas Angus is ranked second with regard to awards gained. The well trained and committed volunteer leaders use the eDuke of Edinburgh tool to track young people's progress through the award and target on-going encouragement and support to complete the full award.
- 37 During 14/15 increased funding was successfully bid for through the Youth Music Initiative to support children with additional support needs to achieve through musical contexts. Our partners included Nordoff Robbins Scotland who provide creative and experiential music sessions for children with profound needs and Drake Music Scotland who organise integrated concerts.

### Showcase Example 2

The senior concert in November 2014 involving the Montrose Academy Baroque Ensemble and Children from Additional Support Needs units was the first fully integrated concert of its kind in Scotland.



- 38 The range of Angus pupils taking part in extra-curricular sport and physical activity rose again in 14/15 and now stands at 49% up 7% on 13/14. An increase in the number of volunteers from 617 to 642 allowed a more diverse programme of activities to be provided. 158 of the 642 volunteers were senior pupils who delivered activities either in their own school or in the local primary setting as a means of linking with Sports Leaders and Duke of Edinburgh courses running in secondary schools. We continue to work closely with local sports club and community organisation to ensure pupils are aware of their local opportunities to be physically active. During 14/15 links were established with 93 such groups which is the highest number since monitoring began in 2008.



### **Opportunities for All**

- 39 Opportunities for All is a national initiative aimed at improving the proportion of young people entering and sustaining a positive destination on leaving school or any subsequent post-school destination up to the age of 20. Locally, the Angus offer is a commitment to provide the support needed to help all young people to enter and sustain a place in further education, employment or training on leaving school.
- 40 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% our highest set of figures since these records started. We will continue to maintain a close focus on this area as the Developing the Young Workforce initiative is implemented with its aim to reduce youth unemployment. The Insight tool helps schools to maintain this focus and school leaver destination data will be reviewed at the regular attainment meetings.

### **Child Protection**

- 41 During 13/14 the numbers of children on the child protection register in Angus increased significantly. In July 2014 the rate of registration per thousand of the child population aged 0-15 was the highest in Scotland. In response to this rise a range of rigorous case file audits were undertaken during 2014/15 alongside a study of collated statistical data relating to child concern reports, referrals and the number of children on the Child Protection Register. The main conclusion to be drawn from the research was that all professionals needed to be more responsive to the needs of children at an earlier stage thereby preventing their circumstances from deteriorating. There has been a pro-active response to the research findings from the case file audits. Changes introduced to support earlier intervention appear to be making an impact with the number of children registered in March 2015 more closely in line with the Scottish average.

**Table 8 Child Protection Investigations, Conferences and Registration**

	2012/13	2013/14	2014/15
No of Investigations	249	459	376
No of Initial child protection case conferences	81	123	115
No of children involved	138	195	187
No of children registered	107	185	145
No of children de-registered	105	134	190
No of children on register 31 March	61	112	67

- 42 When child protection concerns are identified children and young people are well protected. This is evidenced through the strong commitment to providing an immediate response when concerns are raised and ensuring that appropriate support and on-going monitoring is timeously provided to ensure the safety of the children involved. The conclusions from the case file audit of inter-agency working highlighted that children benefited from coordinated support and services.

### Looked After Children

- 43 The chart below details the numbers of children and young people looked after as at 31 March 2015 in Angus.

**Table 9 Placement settings for looked after children**

Blank	2012/13	2013/14	2014/15
At home with parents	72	73	82
At home with relatives/friends	45	33	32
With Angus Foster Carers	124	112	109
With foster carers purchased by Angus Council	11	10	6
Prospective Adopters	12	9	13
In other community	0	0	0
Crisis Care	0	0	1
Residential School	6	10	5
Other Residential	2	3	1
Secure Accommodation	4	3	2
Angus Residential Home	2	4	4
TOTAL as at 31 March	278	257	255

- 44 Across Scotland the number of looked after children has increased since 2001 and at 31 July 2014 it was at its highest level since 1981. In Angus, however, the focus on early intervention and prevention has helped reduce the number of children looked after away from home year on year since from 2007. As of 31 March 2015, 94% of our looked after children were in community placements. This placed Angus in the top quartile of Scottish local authorities on this measure and reflects the Angus strategy of supporting more children and young people to remain living at home or in family placements where this is appropriate.
- 45 The Transformers in Care Board and Pledge are now established. The Angus Young People's Group is meeting monthly to provide a forum for engaging with Looked After Children (LAC) and ensuring their views are heard on their experiences of a range of services.

- 46 A Throughcare and Aftercare Team has been established since 2004 and is a key partner in achieving *Opportunities for All* in Angus. The team's key objectives are to enable young people to sustain their tenancies, to encourage them into education, training and/or work opportunities, thus reducing the number of care leavers classed as not in education, employment or training.
- 47 Looked after children are less likely than other children to go into positive destinations when they leave school. However, this gap has narrowed over the last four years. The Scottish Government Report, "Educational Outcomes for Looked After Children 13/14" highlighted that 90% of looked after school leavers in Angus were in a positive destination such as employment, training or further education nine months after leaving school. Across Scotland the percentage of looked after children in positive destinations was 73%. This closing of the gap is predominantly due to an increase in looked after school leaver's entering further education.

### **Chief Social Work Officer (CSWO) Duties**

- 48 The CSWO has a range of specific statutory functions and these are reported upon annually to elected members through a separate report with a focus on assurance covering all social work services. In 2014/15 decisions were made by the CSWO to approve the following actions with regard to the safety and care of children and young people.

**Table 10 Decisions made by CSWO**

<b>Decisions approved</b>	<b>April 12 to March 13</b>	<b>April 13 to March 14</b>	<b>April 14 to March 15</b>
<b>New Secure Accommodation</b>	2	4	3
<b>New Permanence Orders</b>	9	13	0
<b>New Permanent Carers</b>	1	3	4
<b>New Temporary Carers</b>	8	17	9
<b>New Prospective Adopters</b>	8	13	10
<b>New Respite Carers</b>	5	4	5
<b>Movements in Care</b>	115	142	95

- 49 It is positive that we have recruited a number of new carers both temporary and permanent this year and we have reached our target for recruitment. This year has seen a decrease in children moving through the permanence process which indicates more children are remaining at home or being placed in kinship care placements.



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

50 This section of the report highlights examples of achievements in relation to the impact we have had on learners, staff, families, individuals and the community.

### CHILDREN AND YOUNG PEOPLE

#### Early Years

- 51 In 2014/15 the Early Years' Service continued to meet the requirements to provide 600 hours of Early Learning and Childcare for three and four year old children in almost all early learning and childcare settings within Angus. A recent consultation exercise shows that the implementation plans for the 600 hours have been very positively received by all key stakeholders (Head Teachers, practitioners and parents).
- 52 Uptake of 600 hours for the most vulnerable two year old children was less than anticipated. There were 70 two year old children in early learning and childcare places. However, the projected uptake for session 2014/15 was 122. This is being addressed through a range of actions. Work continues to raise awareness with professionals in contact with families of the support available for early learning and child care for vulnerable two year old children and publicity in the form of posters and leaflets have been circulated to public offices and libraries. Opportunities to raise awareness further through social media are being explored. The processes for pre-school admissions have been simplified and flexible models of provision through local authority nurseries and private providers are being further developed. Wherever possible playgroups are being incorporated in to school buildings to augment provision and 25 building projects which focus on increasing, adapting and improving early learning & childcare provision are in progress across Angus schools' estate.
- 53 Angus Council has provided a range of high quality learning opportunities for both council employees and partner providers. Early Years pedagogy has continued to be promoted and embedded through training opportunities and support from peripatetic Senior Early Years Practitioners (SEYPs). Further support has been available from the Early Years Teaching Team to both school and partner provider nurseries.
- 54 Leadership and management training for SEYPs and Managers in partner centres has been provided and subsequent training is being planned as a result of evaluations.



## **Pupil Voice**

- 55 Each school has a Pupil Council. This session some primary schools have made very good progress in involving pupils in school self-evaluation through their 'learning detectives' programmes where pupils seek feedback from other pupils about the quality of learning and teaching in classes.

### **Showcase Example 3**

One very good example of pupils involvement in school self-evaluation is evident in Northmuir PS where pupils have their own version of the school improvement plan and have created impact posters to help them measure how well the school is doing in its implementation of key priorities.

- 56 Angus secondary schools continue to use both established and new procedures to further develop pupil involvement and enhance leadership through learning opportunities. All schools have robust systems in place to ensure pupils are regularly consulted and have a part to play in the decision making processes. There are greater opportunities for pupils to take on leadership roles within their schools, with Pupil Councils increasingly consulted on standards and quality reviews and school improvement planning.
- 57 The Head of Schools and Learning and the Service Manager Schools and Learning held a workshop at Forfar Academy in September 2014 to which all Secondary School Captains were invited. During the course of the workshop, the young people were consulted on a range of issues including the pupil engagement survey and the key components of a good lesson. Following the success of this event, it is planned to hold further consultations with representative groups of young people.

## **Consultation with Parents**

- 58 All schools in Angus have a Parent Council. Each school session, representatives of each school's Parent Council meet with the Head of Schools and Learning and the two Service Managers. This enables us to gather feedback about the Parent Council in each school and discuss any school related issues. This year we have looked at the implementation of the national 1+2 Languages Strategy, ICT, growth mind-set, music provision, schools crossing patrollers and the role of the Head Teacher on the Parent Council. This forum was also used to help shape a new authority wide annual survey of parents, pupils and staff. The outcomes of these surveys will be shared with all school Parent Councils between August and December 2015.
- 59 A full consultation with parents and staff on the value of play in the early years and the structure of the school day for P1-3 pupils was undertaken in May 2015. This raised the possibility of teacher contact time being reduced for young learners by thirty minutes per day and this time being used for play. The main outcome of this survey was the agreement not to proceed with the reduction in teacher contact time for our young learners and to develop local play guidelines by December 2015 taking account of guidance included in the national play strategy and relevant research on the value of both structured and unstructured play for young children.
- 60 Very good consultation with parents is undertaken annually across all schools. The focus of these consultations varies depending on key priority improvements within individual schools and contributes to each school's annual self-evaluation.



## School Attendance

- 61 During 2014/15 both primary and secondary sectors have maintained their good performance in relation to attendance rates.
- 62 Attendance rates across Angus primary schools for children Looked After Away from Home are in line with the Angus Not Looked After rate over the last 5 years. However, attendance rates for Looked After Children at Home are lower. In Secondary there continues to be a decline in the attendance rate overall for Looked After Children. This difference is most marked in attendance rates for Looked After Children at Home.

**Table 11 Percentage Attendance of all Angus Primary Age Pupils and Looked After Children, 2010/11 to 2014/15**

	2010/11	2011/12	2012/13	2013/14	2014/15
<b>Angus LAC at Home</b>	91	93	89	94	91
<b>Angus LAC Away</b>	96	97	97	97	97
<b>Total Angus LAC</b>	95	96	95	96	95
<b>Total Angus Not LAC</b>	96	96	95	96	97
<b>LAC Scottish Average</b>	91	Not applicable	92	Not applicable	

**Table 12 Percentage Attendance of all Angus Secondary Age Pupils and Looked After Young People, 2010/11 to 2014/14**

	2010/11	2011/12	2012/13	2013/14	2014/15
<b>Angus LAC at Home</b>	73	76	70	74	68
<b>Angus LAC Away</b>	92	90	91	89	92
<b>Total Angus LAC</b>	88	86	85	84	83
<b>Total Angus Not LAC</b>	93	93	93	93	94
<b>LAC Scottish Average</b>	91	Not applicable	92	Not applicable	

## School Exclusions

- 63 School exclusions are managed effectively by schools and are monitored closely by the Head of Schools and Learning. Data is recorded in all schools using the school's management information system and evaluated at regular intervals throughout each school session.
- 64 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.

**Table 13 Angus Primary and Secondary Schools: Exclusion Incidents (and number of pupils)**

	2010/11	2011/12	2012/13	2013/14	2014/15
	Angus	Angus	Angus	Angus	Angus
<b>Primary</b>	94 (55)	75 (50)	36 (26)	33 (24)	29 (23)
<b>Secondary</b>	340 (202)	310 (193)	235 (161)	225 (136)	207 (121)

**Table 14 Exclusion Incidents (and number of pupils) for Looked After Children and Not Looked After Children in Angus Primary Schools**

	2010/11	2011/12	2012/13	2013/14	2014/15
Angus LAC at Home	16 (8)	8 (8)	2 (3)	2 (1)	3 (3)
Angus LAC Away	3 (3)	6 (4)	5 (3)	2 (2)	0
Total Angus LAC	19 (11)	14 (12)	7 (5)	4 (3)	3 (3)
Total Angus Not LAC (includes previously LA)	75 (44)	61 (38)	29 (21)	29 (21)	26 (20)

**Table 15 Exclusion Incidents (and number of pupils) for Looked After Children and Not Looked After Children in Angus Secondary Pupils**

	2010/11	2011/12	2012/13	2013/14	2014/15
Angus LAC at Home	22 (13)	25 (18)	28 (15)	22 (12)	14 (7)
Angus LAC Away	29 (15)	18 (12)	18 (12)	23 (11)	10 (7)
Total Angus LAC	51 (28)	43 (30)	46 (27)	45 (23)	24 (14)
Total Angus Not LAC (includes previously LA)	289 (174)	267 (163)	189 (134)	180 (113)	183 (107)

65 Rates of exclusion among looked after children also continue to fall. This is a sustained trend in primary while there has been a notable drop in the exclusion rate in secondary. However, looked after children are still much more likely to be excluded from school than the not LAC. Children looked after at home have noticeably higher exclusions rate than others looked after in the community. There is also a tendency for children with a greater number of placements to have higher rates of exclusions.

**Table 16 Angus School Exclusion Rates**

Exclusions levels per 1,000 pupils	12/13	13/14	14/15
	Angus	Angus	Angus
Primary	4	4	3
Secondary	35	35	32

**Table 17 Exclusion Rate per 1,000 Pupils for Angus Primary Pupils Compared to Scottish Averages 2010/11 to 2014/15**

	2010/11	2011/12	2012/13	2013/14	2014/15
Angus LAC at Home	364	91	0	0	53*
Angus LAC Away	88	76	59	47	12
Total Angus LAC	142	80	45	32	24
Total Angus Not LAC	9	8	4	3	3
LAC Scottish Average	96	NA**	64	NA**	NA***
Scottish Average all pupil	11	NA**	10	NA**	NA***

**Table 18 Exclusion Rate per 1,000 Pupils for Angus Secondary Pupils compared to Scottish Averages 2010/11 to 2014/15**

	2010/11	2011/12	2012/13	2013/14	2014/15
Angus LAC at Home	615	590	811	513	438
Angus LAC Away	311	200	188	316	91
Total Angus LAC	378	313	360	381	224
Total Angus Not LAC	44	40	29	28	28
LAC Scottish Average	588	NA**	335	NA**	NA***
Scottish Average all pupil	72	NA**	58	NA**	NA***

\* Please note that the method of calculating the figures in tables 16, 17 and 18 is based on an exclusion rate per 1,000 pupils. Thus the rise in the exclusion rate for 2014/15 shown in table 17 for Angus LAC at Home actually equates to two incidents of exclusion.

\*\*Note: Attendance and exclusion data is now only collected nationally every two years and explains why there is a gap for 2011/12 and 2013/14.

\*\*\*Scottish average information will not be available until publication by Scottish Government late 2015

### Anti-Bullying

- 66 We continue to have a clear focus on reducing the number of bullying incidents in our schools. The roll out of restorative approaches has continued in our schools and very positive feedback has been received about the increased focus on ensuring pupils take full responsibility for their behaviour and its impact on others.

**Table 19 Number of Incidents in Primary Schools By Characteristic\***

Year	Racial	Religion/Belief	Sexual Orientation	All others	Total Incidents of bullying
2010/2011	6	0	2	152	160
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

**Table 20 Number of Incidents in Primary Schools By Behaviours\***

Year	Verbal	Physical	Cyber /Online	Other	Total No of Behaviours
2010/2011	81	67	12	0	160
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

**Table 21 Number of Incidents in Secondary Schools By Characteristic\***

Year	Racial	Religion/Belief	Sexual Orientation	All others	Total Incidents of bullying
2010/2011	9	1	12	166	188
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

**Table 22 Number of Incidents in Secondary Schools by Behaviours\***

Year	Verbal	Physical	Cyber /Online	Other	Total No of Behaviours
2010/2011	124	47	17	0	188
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

**\*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.**

- 67 There has been a significant reduction in both sectors of recorded incidents of bullying. In almost all recorded cases resolution of the incidents was achieved. This can be in part attributed to the roll out of restorative approaches across clusters.

#### **Showcase Example 4**

There is clear evidence across schools of pupils becoming more articulate in talking about relationships and using the key questions from restorative approaches to find their own solutions to what may have escalated into bullying incidents in the past. One very good example of this is the ownership pupils have over resolving behaviour challenges in Borrowfield PS. This has led to less involvement of primary school assistants in resolving playground behaviour.

#### **Inclusion**

- 68 The work of the Early Years Collaborative (EYC) locally continues to progress with multi-agency engagement in the work remaining strong. A review of the operation of the EYC was undertaken and this has informed the future direction of its work. Projects and tests of change have been rationalised with a view to identifying those which will have the greatest chance of demonstrating impact and being scaled up to have wider application.

## Showcase Example 5

One example of a test of change which has achieved successful outcomes is the Bumps and Beyond pioneer programme. This is a multi-agency project involving the Child Protection, Drugs and Alcohol and Blood Borne Virus teams. The project has achieved successful outcomes working with a small number of expectant mothers to address substance misuse problems during pregnancy using the Pre-Birth Risk Assessment Meeting (PRAM).

- 69 The Just Play project initially funded from the Scottish Government's Cashback for Communities Fund has been extended for a further three years through Big Lottery funding. The project continues to engage with families who have young children affected by offending behaviour and uses play to strengthen family relationships and build strong attachments to support improved life chances for some of the most vulnerable young children in Angus. Just Play is a prime example of how collaborative working across the Angus community planning partnership can deliver innovative early intervention services to families in Angus. The project has expanded over the last two years with families being offered services throughout Angus. There has been an increase in joint working with social work staff supporting rehabilitation of young children and supporting children to have quality contact sessions with their families. Just Play works closely with prison staff and the Thrive project providing community support for children affected by parental imprisonment and providing on-going support for families at the point of transition back into communities in Angus.
- 70 An evaluation of the pilot work being undertaken with regard to nurture developments in primary schools has provided early evidence that this intervention has been beneficial for the social and emotional development of the children involved. Forty nine pupils accessed the first year of nurture intervention with forty six making significant progress and reintegrating back into mainstream education. Nurture spaces and cosy corners (for nursery aged children) have continued to grow and develop in a large number of primary schools and private providers in Angus. Guidelines, an assessment tool and intervention strategies are now available to support the development of nurture spaces and cosy corners. Interest in cosy corners has been growing, especially amongst private providers, and early indications suggest that children who have been accessing them are showing improvements in social and interpersonal skills as well as understanding and language development. Networks of staff have been developed to share practice and collaborative links with relevant agencies continue to grow.
- 71 The Children and Young People's Wellbeing Research has now been completed in collaboration with colleagues from the Scottish Government and Dartington Social Research Unit. The school survey achieved a response rate of 96%. Subsequently, an Angus wide analysis of the research findings has been undertaken. Three priority themes have emerged from this analysis relating to poor early social and emotional development (0-5 years); early initiation of substance use (12-16 years) and poor engagement with school (9-16 years). Further analysis of the results will now be undertaken on a locality basis.

### Through Care and After Care

- 72 The Through Care and After Care Team has further developed the aftercare services it provides for example by agreeing a protocol with Job Centre Plus to improve the support available to care leavers.
- 73 A significant level of work has been undertaken to develop accommodation for care leavers with the Millgate Loan premises in Arbroath due to open the summer of 2015.

## Foster Carers

- 74 The Fostering Service has continued to work closely in partnership with all Angus child care teams and services during 2014/15.

**Table 23 Fostering Service performance information**

Total number of:	2012	2013	2014	2015
<b>Foster carers</b>	57 including respite	54 full time and 11 respite	57 full time 16 respite	63 full time 13 respite
<b>Children with independent agencies</b>	5 permanent 8 temporary	5 perm 3 temporary	5 perm 2 temporary	3 perm 1 temporary
<b>Foster carers approved (new assessments)</b>	7	10	20	18
<b>Foster carers approved – (from other agency)</b>	3	3	2	1

- 75 The target of 75 foster carers set for 2014/15 has been exceeded. As of the 31<sup>st</sup> March 2015 there were 76 carers, comprising of 63 full time and 13 respite carers.

### Showcase Example 6

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. Placement numbers are also reducing and all unrelated looked after children have their own bedroom and private space.

- 76 In 2014/15 we have increased the number of level 3 carers to 12. Level 3 carers are our most experienced and skilled carers. Despite this increase there is a shortfall of 3 in relation to the target of 15. The current numbers of Level 2 and Level 3 carers who are approved to take one or two children is 30. There has been an increase in the number of permanent carers. There are 9 approved carers providing placements for 18 children.
- 77 Respite provision has been significantly increased with the number of respite nights offered for children living at home rising by almost 50% from 435 in 2013/14 to 799 in 2014/15.
- 78 A buddy and mentor scheme has been set up to allow approved carers to provide support to carers in assessment and to newly approved carers. In addition on-going training is available to help carers understand the impact a child's past can have on their development, attachment and behaviours. This consists of a combination of in-house training and external facilitators. All training is reviewed and evaluated.
- 79 The main challenges for the Fostering Service relate to reducing enquiries set against the need to increase capacity to respond to imminent legislative changes. These changes came in to effect in December 2014 and require placement numbers to be reduced to 3 per foster household.

## HOW GOOD WAS OUR DELIVERY OF SERVICES?

- 80 This section of the report highlights some examples of the range and quality of services we delivered and how these have been developed and improved.

### Children and Young People

#### Early Years

- 81 In 2014/15, 1223 three year olds, 1497 four year olds and 70 eligible two year olds had access to high quality pre-school provision through nursery classes and partnership providers in Angus.

**Table 24 Early Learning and Childcare Numbers of children enrolled in provision as June 2015**

Sector	4 year olds	3 year olds	2 year olds	Total
Local Authority	1084	868	3	1955
Partner Providers	413	355	64	832
Community Child-minders			3	3

- 82 In the period from August 2014 to August 2015 there were 35 Care Inspectorate reports on early learning and childcare settings across Angus. Eleven of these were Angus Council settings and twenty-four were partner providers.

**Table 25 Summary of Evaluations by Care Inspectorate of Council Nurseries Inspected August 2014 – June 2015**

School Settings	Excellent	Very Good	Good	Adequate	Weak	Total
Quality of care & Support		8	3			11
Quality of Environment		5	6			11
Quality of Staffing		9	2			11
Quality of Management & Leadership		5	5	1		11

**Table 26 Summary of Evaluations by Care Inspectorate of Partner Providers Inspected August 2014 – June 2015**

<b>Partner Providers</b>	Excellent	Very Good	Good	Adequate	Weak	Total
Quality of care & Support	1	11	10	1	1	24
Quality of Environment	1	13	9	1		24
Quality of Staffing	2	14	5	3		24
Quality of Management & Leadership	2	11	7	4		24

- 83 The Care Inspectorate noted that children experienced a welcoming environment and very good quality care across almost all settings in Angus.
- 84 In almost all settings the quality of children’s care and support was evaluated at good or very good reflecting the work undertaken over the last session on attachment child development and nurture.
- 85 Most settings provided a safe and secure environment within which the children could learn with school setting inspections highlighting very good accommodation on the whole.
- 86 In all school settings staffing levels were appropriate with well qualified staff being very supportive of each other. There was evidence of the positive impact of pedagogical documentation implementation in the reporting of children’s engagement in their learning. However, there was a recognised need for further development of the curriculum. There was evidence of the children engaged in the planning of their learning in most settings. However, more settings needed to fully develop this approach to ensure children were engaged at all stages of the learning process. Although most settings were evaluated at good or very good for the quality of management and leadership this is an area requiring further support from the central team, particularly around quality assurance.
- 87 The Early Years self-evaluations of provision mirror the Care Inspectorate evaluations and, as such, plans are in place to further develop quality assurance, parental involvement in the learning process and to further embed Curriculum for Excellence and GIRFEC across school and partner settings. The Early Years Teaching Team and recently expanded peripatetic staff will continue to support these developments through professional learning events and in house modelling of good practice.
- 88 There is a planned programme of improvements to settings which again takes account of Care Inspectorate guidance and inspection findings.

**School Inspections**

- 89 Each year, Education Scotland (formerly HM Inspectorate) inspects and reports on the quality of education in schools. Quality indicators are used to help inspectors evaluate the level of quality on offer and to identify key improvement needs. A six point scale is used to determine levels of quality and this range from excellent to unsatisfactory. Schools achieving evaluations of satisfactory or better in three core indicators are judged to have received a positive inspection. In 2014/15, inspection reports were published for two primary schools. Both schools received positive inspection reports.



**Table 27 Summary of Evaluations by Education Scotland of Schools Inspected 2014/2015**

<b>Quality Indicators</b>	<b>Arbirlot</b>	<b>Maisondieu</b>
<b>Improvements in Performance (1.1)</b>	good	good
<b>Learners experiences(2.1)</b>	very good	very good
<b>The curriculum (5.1)</b>	good	very good
<b>Meeting learning needs (5.3)</b>	good	very good
<b>Improvement through Self Evaluation (5.9)</b>	good	very good

- 90 Across the primary schools inspected in Angus in 2014/15 Education Scotland noted that children were confident, articulate and motivated to learn. This was supported by a positive ethos and quality learning experiences. Leadership from Senior Managers, teamwork of staff and partnerships with the community were ensuring that schools had the capacity to continue to improve.
- 91 Schools are being asked to focus on raising attainment and challenge in learning through developing approaches to planning for progression and strengthening arrangements to assess, track and monitor children's progress. Schools are to continue to develop aspects of the curriculum.
- 92 In 2014/2015 Brechin High School was revisited by Education Scotland, as part of a Local Authority Supported School Review to review progress against their previous action plan. In the follow-up report local authority officers and Education Scotland inspectors recognised that the school was continuing to improve and identified several areas for action. The school will now work closely with the link Quality Improvement Officer to take forward these areas for action. Education Scotland will return to carry out a further inspection within 18 months. Progress during this period will be closely monitored.

#### **Supported School Reviews: Primary**

- 93 During session 14/15 Supported School Reviews were conducted in 16 Angus Primary Schools.
- 94 In all 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. There has also been a focus on celebrating wider achievements through whole school events and sharing successes with the wider school community. Schools have been asked to look at tracking and monitoring pupils' wider achievements to reduce the risk of children missing out.

#### **Showcase Example 7**

Supported 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. One example of this was noted in Inverkeillor PS who established a flourishing partnership with David Wise-Mann and his London Offshore Consultancy business. This partnership has supported work on Engineering for Sustainability and provided a rich real life context for the children to learn and apply their skills in.

- 95 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 developing approaches to planning for progression and strengthening arrangements to assess, track and monitor children's progress.

- 96 Every school which has had a full supported school review will receive a follow-through visit after one year to assess progress made against key actions identified in the initial review.

### **Supported School Reviews: Secondary**

- 97 During session 2014-2015, three full SSRs were carried out in Brechin High School, Forfar Academy and Carnoustie High School. In addition, a further four Thematic Reviews with a focus on Mathematics and Numeracy were carried out at Webster's High School, Monifieth High School, Carnoustie High School and Arbroath High School.
- 98 In all three full Secondary SSRs, the visiting team noted pupil behaviour and the relationships between staff and young people were very good. All schools had an increased focus on improving attainment and supporting pupils in to positive destinations on leaving school. There were concerns that Form Time was a very variable experience depending on pupil stage, Form Tutor and school. The need for further pace and challenge in the Broad General Education (BGE) was an area for development. The three schools visited also needed to further develop their curriculum rationales. Schools have plans to address the issues that were raised and the follow-through visits in 2015-2016 will confirm progress. Quality Improvement Officers will continue to monitor and work with schools to ensure progress.
- 99 In the Mathematics reviews, the visiting teams observed some good practice and positive relationships was evident in almost all classes. There is a need to develop a better system for tracking pupil progress in Maths in the BGE although this is also true for other subject areas. Greater account needs to be taken of prior learning from the primary schools. Some schools have been asked to look at their entry requirements into Senior Phase qualifications. The BGE will be a focus of the thematic reviews in session 2015-2016.

### **Curriculum**

- 100 All schools have or are have begun to engage in consultation with children, parents and staff to develop a curriculum rationale which is based on shared values and promotes challenge, enjoyment, breadth and depth, progressions, relevance, coherence, personalisation and choice for all children and young people.
- 101 There has been a clear focus on the development of more effective methods of planning and tracking pupil learning to ensure that all learners follow progressive pathways of learning which meet individual learning needs and offer appropriate pace and challenge.

### **Showcase Example 8**

All schools have had a continuing focus on supporting key transitions e.g. from pre-school to primary one and primary seven to S1. Effective cluster / locality partnership working is helping to ensure that children and young people maintain continuity and progression in their learning. A good example of this is in the Brechin Cluster where staff have worked collegiately to develop a common pathway in Mathematics. They have also provided opportunities for parents to support their own children's learning through a range of workshop activities.

- 102 Significant progress is being made in the implementation of a 1+2 Approach to Modern Languages in most primary schools in Angus. Schools are using an on-line platform, with a range of multimedia resources, to support the delivery of high quality learning and teaching in this area.

## Showcase Example 9

Strategic partnerships with Dundee City and Perth and Kinross Authorities are underpinning the implementation of 1+2. A very successful showcase of work undertaken in all three authorities was held in May 2015 and a film has been made to illustrate the success of the partnership.

- 103 All secondary schools continue to build on good practice and review their curriculum to ensure it follows the principles of curriculum design. Individual schools have given particular attention to the S3 curriculum, offering elements of personalisation and choice across the curricular areas, whilst ensuring that learning prepares pupils for studying courses in the senior phase.
- 104 Session 2014/15 has seen the first running of the new Higher Qualifications which build on the National 5 and National 4 courses which were first introduced in session 2013-14. Our Secondary schools have in the majority of subjects, moved to the new qualifications. Staff are positive about the clear progression from the National 5 to the Higher. Schools will continue to develop their courses in light of their experience. A number of Curriculum Advisory Groups have been providing good support to practitioners in the implementation of the new awards.

### Inclusion

- 105 A pilot project on Precision Teaching (an intervention which aims to improve children's literacy and numeracy skills) was undertaken by the Educational Psychology Service in 2014 using Early Years Collaborative methodology. Results were positive and a systematic training programme was established. Over last session staff in 10 primary schools in Angus have been trained to deliver Precision Teaching with further cycles of training and support planned for 15/16.

### Child Protection

- 106 Child Protection policies and procedures have been reviewed in the light of the new national risk assessment framework. Staff in schools have annual refresher training to ensure all children and young people have appropriate measures in place to ensure their safety.

### Through Care and After Care

- 107 The Supported Lodgings Scheme has been further developed and has offered alternative transitional accommodation for care leavers. The scheme was inspected for the first time in February 2015 and received very positive evaluations.

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

108 During 14/15 five social work registered services for children and young adults were inspected by the Care Inspectorate. All services received positive evaluations across the suite of indicators.

**Table 28 Care Inspectorate Gradings 13/14**

<b>Service</b>	<b>Date</b>	<b>Quality of care and support</b>	<b>Quality of environment</b>	<b>Quality of staffing</b>	<b>Quality of management and leadership</b>
<b>Supported Lodgings TCAC</b>	20.02.15	Very good	Not applicable	Very good	Very good
<b>Adoption</b>	26.02.15	Very good	Not applicable	Very good	Very good
<b>Kinnaird Street YPU</b>	28.04.14	Very good	Good	Very good	Good
<b>Care Home Service, Strathmore Avenue</b>	23.06.14	Good	Very good	Very good	Very good
<b>Care Home Service, Strathmore Avenue</b>	16.04.15	Good	Very good	Very good	Very good

## HOW GOOD WAS OUR MANAGEMENT?

109 This section of the report highlights some examples of how well our services and resources were managed.

### Financial Management

110 Setting robust and realistic budgets and the monitoring of actual performance against those budgets is a basic principle of financial governance for any organisation.

111 Budget monitoring/performance has been a regular item for discussion at all senior leadership team meetings. Regular reports detailing budget and significant variances have been provided to budget holders.

112 In accordance with Financial Regulations, budget monitoring reports have been provided to Committee on a regular basis throughout the financial year.

113 The People Directorate budget (previously Education and Social Work Department budgets) is divided into a number of sectors. The position within Schools and Learning; Children and Young People's and Quality and Performance is outlined below.

**Table 29 Financial Performance Information for the People Directorate, excluding Adult**

<b>Service Area</b>	<b>Budget 2014/15 £'000</b>	<b>2014/15 Outturn £'000</b>
<b>Schools &amp; Learning</b>		
Primary	37,767	38,144
Secondary	42,426	41,808
Support for Pupils (incl. School Crossing Patrol)	7,332	7,534
EDS	1,926	1,729
<b>Sub-total Schools &amp; Learning</b>	<b>89,451</b>	<b>89,215</b>
<b>Children &amp; Young People</b>		
Children & Families	14,461	14,208
ASN	8,723	8,430
Early Years	5,165	4,715
<b>Sub-total Children &amp; Young People</b>	<b>28,349</b>	<b>27,353</b>
<b>Quality &amp; Performance*</b> (excluding Central Support Services underspend)	<b>11,725</b>	<b>11,258</b>
<b>TOTAL</b>	<b>129,525</b>	<b>127,826</b>

\*The budget for Quality & Performance includes central support costs but the underspend on this area is deemed "uncontrollable" and thus has been adjusted. Also the budget includes finance to be vired out to other business units once internal structures have been confirmed.

## **Financial Implications**

- 114 It is likely financial pressures will continue in 2015/16 and beyond, and the Strategic Director will continue to ensure arrangements are in place to systematically monitor the position.

## **Professional Learning of Staff**

- 115 Professionals within the People Directorate have an obligation to keep themselves up to date with current best practice through attendance and involvement in professional learning.
- 116 New guidance for professional review of teaching staff has been approved by the GTCS and implemented in all schools. Procedures for professional update have been developed and recently clarified through the development of a flow chart of key steps needed within the GTCS online system. This has been welcomed by Head Teachers.
- 117 Three Angus secondary schools and over 15 primary schools are involved in the national Raising Attainment for All Programme. This has involved senior managers attending national events with a key focus on planning improvements through the use of driver diagrams and ensuring all impacts of improvement are measurable. These staff have been piloting small “tests of change” in their own schools and ensuring that there is a clear focus on different ways of measuring improvement and scaling up successful tests of change. Very good support has been provided to Angus from a national Improvement Advisor who has led training for Head Teachers and worked closely with specific schools.
- 118 An Educational Leadership Development Framework (ELDF) based on the four frames of educational leadership was launched at a People Directorate Leadership event on 14 May 2015 and will be available in session 2015-2016. The frames have been identified as:
- Pedagogical Leadership
  - Middle Leadership
  - School Leadership
  - System Leadership

Once fully implemented the ELDF will significantly increase the leadership capacity of our teaching staff and assist in succession planning.

- 119 Further support has been available from the Early Years Teaching Team to both school and partner provider nurseries. Leadership and management training for Senior Early Years Practitioners and Managers in partner centres has been provided and subsequent training is being offered as a result of evaluations. The Early Years’ Service is supporting the Modern Apprentice Scheme with 7 Modern Apprentice opportunities created in school nurseries across Angus.
- 120 Extended Support for Pupils (ESP) continued to provide universal training in de-escalation and managing challenging behaviour in early years, primary and secondary school settings. In collaboration with the Council’s Health and Wellbeing Team, ESP delivered “Crisis, Aggression, Limitation and Management” (CALM) training as a targeted intervention in some schools
- 121 In collaboration with the Early Years’ Service, the Educational Psychology Service (EPS) developed and delivered an Early Years Training Strategy. A locality model of training on Attachment, Nurture and Child Development was successfully carried out from February to June 2015. Follow on evaluations will be undertaken to establish the full impact on practice over time. Further training will be delivered during 2015/16 due to the high demand for places last session.

- 122 Following a central professional learning event run by EPS on BounceBack, a practice network was established in Forfar due to initial interest and demand. An evaluation of the implementation of this programme was carried out in the Forfar cluster and a training film was created with staff and pupils from Strathmore Primary School.
- 123 A multi-agency ASN ICT group was established and a policy developed. Training in new Access Options, BooksforAll and Load2Learn was offered to all secondary schools and some primary schools.
- 124 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. Activity has included a conference on adolescent neglect, lead professional training, core training on roles and responsibilities, information sharing and assessment and decision making. Joint Investigative Interview training has continued to be a priority with a specialist course being commissioned on a Tayside basis twice per year. Future developments for 2014/15 include the development of specialist Council Officer Training and coordination of training on child sexual exploitation. The protection training agenda continues to be a focus of both committees and this will be enhanced in 2015 with the addition of a workforce development officer attached to the adult and child protection partnership team.
- 125 Further professional learning activity has included:
- Scottish Social Services Council (SSSC) Registration programme – ensuring that all staff have the appropriate SVQ qualification that will enable them to register with the SSSC. Those who are registered with conditions are closely monitored to ensure they are on track to re-register without conditions and continue to work in their substantive posts
  - Coaching & Mentoring – we have staff who are qualified to certificate level in coaching and mentoring
  - Open University courses K101/DD101 – working in partnership with the open university – staff trained as a OU tutor
  - Health and Social Care Academy co-ordination and placement co-ordination
  - Modern Apprenticeships (Health and Social Care and Education )
  - GIRFEC – working in partnership with Education
  - Social Work Practitioners Forum

### **Estate Management**

- 126 During 2014/15 work continued to improve and enhance the People Directorate Estate. These include: -
- The project to replace Brechin High School as part of a community campus, with a value of £26m, is progressing well. The works are being progressed in two phases, with phase 1 including the provision of the new campus building, anticipated to be available in early 2016. Phase 2, including the demolition of the existing buildings and provision of new synthetic sports pitch and car parking, is anticipated to be completed by mid-2016.

- The Council is making good progress with the design of the £39m project to replace Forfar Academy as part of Phase 3 of the Scottish Government's 'Scotland's Schools for the Future' investment programme. The Council has taken the opportunity to replace the existing swimming pool and leisure facilities as part of a community campus approach at the existing Forfar Academy site. The initial phase of construction works for the new building has now commenced with a completion date for the project of December 2016. Phase 2 of the project will see the demolition of the existing buildings and new landscaping/ external works, with full completion of the project by mid-2017
- Procurement arrangements have been progressed for the replacement of Timmergreens Primary and Warddykes Primary on the existing school sites with the delivery of these two new build projects during 2016. The medium term strategic plan to include improvements to the remainder of the Arbroath primary school estate has also now been agreed for the period up to financial year 2021/ 2022. The cumulative value of the proposed overall investment programme to the primary school estate in Arbroath is £31.5m.
- Bramble Cottage, the replacement of Kinnaird Street, Children's Unit, was completed in June 2015. The new unit was occupied in early July 2015.

127 Governance arrangements are being established for asset based developments. The purpose of the arrangements will be to develop and improve services and agree where resources should be directed to best meet the needs and strategic direction of the service.



## HOW GOOD WAS OUR LEADERSHIP?

- 128 This section of the report highlights some examples of how well our services were led, including the leadership of change and improvement.
- 129 During this year we have begun to develop the potential for collaborative leadership of services resulting from the wider Council re-structure in to three Directorates – People, Communities and Resources. This re-structure resulted in the integration of services from education and social work into the new services within the People Directorate. The requirement for Social Care and Health Integration to be in place by April 2015 has also informed discussions about how the leadership of services within the current structure of the Directorate will be taken forward post-integration.
- 130 Following the appointment of a Strategic Director who took up post in April 2013, four Heads of Service were appointed for the new service streams in the Directorate, namely Schools and Learning, Children’s Services, Adult Services and Quality and Performance. The Heads of Service assumed their responsibilities from December 2013. Subsequently a team of Service Managers for each of the new service streams took up their new positions from August 2014.
- 131 During this year the above Extended Leadership Team has engaged further with managers across the services we provide in order to develop the collective ownership of a strategy for change in the People Directorate. The output from these consultative events will set the direction and tone for the new three year Directorate Improvement Plan 2015/16 – 2017/18.
- 134 The Senior Leadership Team has continued to provide monthly opportunities for staff across the People Directorate to engage with senior leaders about developments within the Directorate. In addition plans have been developed to instigate a rolling programme of showcase events in 15/16 for teams across the Directorate to be able to share examples of effective practice with the extended SLT. This programme will also provide increased opportunities for staff across the Directorate to engage with and provide feedback to the extended SLT.

### Planning and Reporting

- 135 An annual People Directorate improvement plan addressing key priorities for both education and social work was developed and implemented. Key actions included within the improvement plan were identified from self-evaluation and a review of the work undertaken across all services. Progress against key actions has been reported on every three months using the Council’s performance management system Covalent. Formal mid-year and end of year reports have been scrutinised by the Children and Learning and Social Work and Health committees and have contributed towards the information contained in this report.

### Risk Management

- 136 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.

## **WHAT IS OUR CAPACITY FOR IMPROVEMENT?**

137 The Business Units (social work and education services) within the People Directorate are beginning to realise the potential for integrated working that the new Directorate structure was designed to support. Staff across both social work and education services are highly aware of the need to promote greater collegiality and integration as we strive to achieve improved outcomes for the children, young people and adults of Angus. This commitment to collegiate leadership and integrated service delivery will enhance our capacity to maintain and improve service delivery in the future. Further consideration has and will continue to be given to finalising the longer term organisation of the Directorate and the services it provides in the light of the formal establishment of the Health and Social Care Integration authority.