

# Angus Council

## People Directorate



## Annual Evaluation Report

### 2013-2014

#### Good Practice Highlights

- The new National Qualifications were successfully implemented in the first year of the Senior Phase in all Angus secondary schools as a consequence of intensive preparations and close collaboration between schools in developing new courses.
- A consultation event was held for all secondary school captains and vice-captains, led by the Head of Schools and Learning. The young people gave clear views on their perception of education in Angus and their ideas of what makes good classroom learning.
- As of March 2014, 92% of our Looked After Children were in community placements. This placed the Council in the top quartile of the Local Government Benchmarking Framework for Scottish local authorities.
- Angus Council Care Centres for older people have continued a programme of community engagement. In June 2014, Kinloch Care Centre achieved the “Partners in Learning” award for inter-generational work carried out in partnership with our local Angus schools.
- The Fostering Service has been successful in exceeding its target for foster carers in 2013/14 and more children are being placed within Angus.

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

### **FOREWORD**

- 1 Welcome to the People Directorate's second annual performance report for 2013/2014. I am delighted with our progress in meeting quality outcomes with and for the people of Angus.
- 2 Local authorities are required to publish an education Standards and Quality report and a Chief Social Work Officer's report annually. As a People Directorate we are building our services with and around the children, young people, adults and families of Angus. As such, our improvements are a result of integrated teams focused on the needs of the individual. Our universal services, our school and community teams, are working extremely hard to ensure our targeted services, our additional support services and social work services, are just that, targeted on those in most need of additional support.
- 3 This report ensures we evaluate ourselves against the Standards in Scotland's Schools Act 2000 and the Local Government (Scotland) Act 1994. It provides the public, elected members and staff with assurances of the quality of our work. The Directorate's Senior Leadership Team (myself as Strategic Director, supported by the Chief Social Work Officer; 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 2013/2014, 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 to people from early years to older people, including services which meet the needs of children and young people with additional support needs.
- 6 The report contains a range of qualitative and quantitative information, as well as examples of good practice, to demonstrate the impact of our service on the people of Angus. The report is based on a range of evidence including:
  - Education Scotland's inspection reports
  - Supported School Reviews
  - Additional Support Needs Reviews
  - Care Inspectorate inspections
  - 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;
- enable adults and older people to sustain a good quality of life in their homes/ communities
- protect children, young people and vulnerable adults

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**



## **CHIEF SOCIAL WORK OFFICER'S COMMENTARY**

- 9 The Chief Social Work Officer (CSWO) has a duty to report to elected members on how the statutory duties of the CSWO have been fulfilled over the year. As the CSWO, I am pleased to assure elected members as to the effectiveness of services in place to meet the current statutory duties in respect of social work services. Within Angus social work and social care services are developed and delivered within the context of the Community Planning Partnership. A wide range of both partnership and single agency self-evaluation activity is undertaken across services to ensure that the services that are provided are focused on and are responsive to the needs of the people who use the services and that the services are subject to continuous improvement. There is also evidence from external regulation and scrutiny that care services in Angus, both Council services and services provide by the third and private sectors, are of high quality and are provided to a high standard
- 10 **What key outcomes have we achieved?**  
With an increasing focus on outcomes, I am pleased to note that there is good information presented about our key services. This section includes details of activity around child protection, looked after children, the Council's function as an Adoption Agency, mental health, adults with incapacity, adult protection, and Criminal Justice Services. Information is also included about the specific decisions that must be taken by the CSWO. This section reflects the considerable amount of work that we undertake with, and on behalf of, the vulnerable citizens of Angus to ensure their safety, protection and wellbeing.
- 11 **How well have we met the needs of our stakeholders?**  
The key to ensuring that the needs of stakeholders are met is by working in partnership with service users and carers to ensure that services are based on a comprehensive assessment of need and provided to those in greatest need.
- 12 The launch of the new Angus Council corporate parenting pledge sets out our commitment to looked after children and young people. We have continued to place a strong emphasis where appropriate on securing community placements for looked after children ensuring that almost all looked after children are maintained within their home communities in Angus. In addition we have increased the number of children matched with permanent carers and increased the number of approved prospective adoptive families.
- 13 Within Angus there are well developed arrangements in place through the Executive Group for Public Protection and the respective Committees to oversee the effectiveness and development of child and adult protection. Angus Council Child Protection policies and processes have been reviewed in the light of the new national risk assessment framework. In addition there are also established arrangements for the management and supervision of high risk offenders in the community.
- 14 **How good was the delivery of our services?**  
The services provided by Angus consistently perform well against national standards when inspected. Eighteen council social work services were inspected by the Care Inspectorate between April 2013 and March 2014. All received positive evaluations.

15 **How good was our management?**

A wide variety of self-evaluation activity is undertaken to inform plans to support continuous improvement across the range of social work services. In addition the Council has in place well established systems for monitoring the level and quality of service commissioned from the private and third sector.

16 We support staff to meet the essential qualification requirements of the Care Inspectorate and registration requirements of the Scottish Social Services Council. In addition the Council has continued to build partnerships to deliver effective professional learning related to national and local priorities such as the forthcoming implementation of Self Directed Support.

17 **How good was our leadership?**

The vision for social work services is integrated into the wider corporate vision for council services.

18 Professional leadership and accountability has been promoted within individual service areas and through the provision of detailed and up-to-date staff guidance and operational instructions. Staff are encouraged and enabled to participate in the development of service wide plans and in plans for their own areas of service.

19 Services within the People Directorate continue to contribute significantly to the Angus Single Outcome Agreement and to corporate priorities.

20 **What is our capacity for improvement?**

Social work services faces unprecedented change in the coming years associated with new legislation and policy directions including Self Directed Support, Health and Social Care Integration, the redesign of the Criminal Justice social work service and the implementation of the Children's and Young People (Scotland) Act 2014.

21 As a Council our response to the challenges of implementing these very significant legislative and policy changes needs to be focused on achieving positive outcomes for individuals through addressing inequalities in our communities and recognising the interdependence of Social Work and other universal services delivered by the Council. The capacity for Social Work to provide an effective response to these challenges has been enhanced by the establishment of the People Directorate. This bringing together of universal and targeted services helps remove the barriers that get in the way of providing integrated services to individuals and families and ensures that services can be focused on early intervention and prevention.

**Tim Armstrong, Chief Social Work Officer and Head of Service - Children and Young People**



## HEAD OF SCHOOLS AND LEARNING'S COMMENTARY

- 22 Angus schools are improving schools; their aim is to make things better for children. In Angus we are working towards ensuring all our schools are ambitious and excellent. Learning is at the heart of an excellent school.
- 23 **Self-Evaluation in our Schools**  
Self-evaluation in Angus schools is a reflective professional process through which our schools get to know themselves well and identify the best way forward for their children and young people.
- 24 At the heart of self-evaluation are three questions:
- How are we doing?
  - How do we know?
  - What are we going to do now?
- 25 All of our 53 primary schools and 8 secondary schools have well-embedded processes to evidence their responses to these questions. This evidence includes performance indicators (for example data about attainment and achievements) alongside indicators of the school's ethos (such as learners' views) and professional judgements based upon evidence of the quality of the provision and practice observed. School leaders are responsible for maintaining and improving the standards in their schools. Each of our schools has an annual school improvement plan which is regularly reviewed to consider what outcomes have been achieved. Further rigour is required to evidence the impact planned developments have made on children's learning.
- 26 Critically, in terms of continual improvement, schools are tasked through their embedded quality assurance to define how good they can be. Leadership development is therefore critical to establishing effective leaders who strive to improve the impact of education for all our children and young people.
- 27 **School Leadership**  
During school session 2013 to 2014 existing supports for school leadership development were maintained and the majority of our Head Teachers also benefited from corporate leadership support. Throughout the course of this session our approaches to leadership development were reviewed and as a result a progressive career model of leadership development will be launched in May 2015 to support teachers from their early career onwards.

**28 Monitoring Standards**

The Schools and Learning Service supports internal school improvement processes by providing support and challenge and through validating individual school's self-evaluation. This quality assurance is undertaken through a range of interactions with schools including supported school reviews. This ensures a critical analysis of standards is in place. A comprehensive review of our supported school review process was undertaken during 2013/2014 with a view to providing a more bespoke service in session 2014/2015. As a result, three layers of intervention will be provided from August 2014: monitoring; targeted and intensive.

29 During session 2013/14 two targeted reviews of secondary school mathematics departments were undertaken in line with our priorities to raise achievement in numeracy and this approach will be extended to all our secondary schools during 2014/15.

30 Our own internal quality assurance processes connect well with the external scrutiny provided through the Education Scotland inspection process. There is significant commonality between our own assessments of standards to those rated by Education Scotland. This year also saw us review our systems for ensuring professional update is undertaken in line with the revised professional standards and processes as set out by the General Teaching Council Scotland (GTCS). Our revised systems were comprehensively approved by the GTCS following an accreditation and moderation visit.

**31 Collaborative Practices**

School improvement clubs were initiated during session 2013/14. This is an evidence-based approach to improvement that involved our primary schools being organised into groups based on the Scottish Index for Multiple Deprivation data. Schools work collaboratively with other members of their group to share and develop school practices. Two of our primary schools have evidenced real improvements in school ethos as a result of this work and this approach to complement improvement planning will continue to be encouraged and extended.

32 Collegiate working is a well-evidenced approach to improving standards and supporting professional development. This session collegiate groups undertook work to define early, first and second level curriculum standards across literacy and numeracy. Ensuring a clear understanding of these standards is supporting teachers achieve consistent professional judgements about children's progress.

33 In secondary schools, cross-school curriculum advisory groups and subject network groups continue to share practice and consider significant aspects of learning. This is enhanced by each secondary school's verification of their assessments where an internal quality assurance system, with effective quality checks in place, ensures that assessment decisions are consistent between staff assessing the same qualification.

**34 Innovation**

Finally, in order to strive for excellence, we need to embrace innovation. This year we engaged with the Scottish Government's Raising Attainment for All programme which will support us to utilise specific improvement methodology to improve outcomes for specific groups of children and young people. We are exploring the theory of Growth Mindset and have looked closely at the research of John Hattie as to the interventions most likely to have a positive impact upon attainment. We look forward to scaling up some of these interventions in 2014/15 to impact upon as many of Angus' children as possible.

**Pauline Stephen, Head of Schools and Learning**



## CONTEXT

36 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**

37 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 8535 primary pupils and 6530 secondary pupils (September 2013 census).

38 Work within this service focuses on:

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

39 48 of our primary schools have nursery classes with an intake of 1406 – 82% 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. In discharging that obligation 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.

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

40 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.

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

- Supporting early learning and care (2436 children in receipt of early learning and childcare)
- Supporting children and families
- Extended support services for 270 children and young people in care including statutory responsibilities for Looked After Children
- Residential care and fostering
- Children in need and Children with disabilities
- Child protection services (117 children on register)
- Psychology services
- Youth Justice services
- ASN services

## **Adult Services**

- 42 This service has been created to oversee the provision of social care services to adults and older people in anticipation of new strategic and operational management structures being developed and implemented with the National Health Service. This work will be fully in line with the forthcoming requirements for health and social care integration.
- 43 Services to support, care, and protect adults 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, protection, dignity and independence.
- 44 This service includes:
- Assessment and care management for all adults including older people
  - Home care services
  - Residential provision for older people
  - Learning disabilities services
  - Criminal Justice services
  - Drug and alcohol services
  - Homelessness services
  - Adult Protection
  - Welfare Rights

## **Quality and Performance**

- 45 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?

46 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

47 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

48 Alongside professional judgement, standardised assessments offer a widely recognised means of gathering reliable performance data for pupil attainment over time. Performance Information in Primary Schools (PIPs) data has been used effectively in Angus to track achievement of pupils. Schools are now using this data more robustly to track pupil, cohort, and whole school attainment.

49 Assessments are used in primary 1, primary 3, primary 5 and primary 7. Results are provided as a set of standardised scores with an average score of 50 (any score above 50 is above average). This average score is a national average. The 2013/14 PIPs scores for Angus pupils in P1 are average for maths and 2% below average for literacy. P3 pupils are 1% above average for maths and average for literacy. P5 pupils are average for maths and 1% above for literacy. P7 pupils are average for maths and 1% above average for literacy.

50 The P1 data is showing a declining trend over the last three years in literacy and this is an area for focused attention. It is anticipated that the introduction of shared Angus standards for writing and reading will impact positively on this trend.

51 Curriculum for Excellence (CFE) is now well embedded in all primary schools. Children in all schools are provided with high 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 P 4
- Second level – P5 through to the end of P7

52 Information relating to achievement of curriculum levels has been gathered for primary pupils in Angus for the first time in session 2013/14 and will be reported on annually. The percentages in the table below relate to the % of pupils who are **secure**, that is, have reached the expected standard, at the end of each CFE level at the end of school session 13/14. 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 2016. We have set an ambitious local target of 90% which we hope to achieve by June 2015. This will involve us working with school staff to raise confidence amongst teachers in reaching professional judgements about levels of attainment and more focused moderation of shared standards across time.

Table 1

<b>CFE Attainment</b>	<b>Numeracy</b>	<b>Literacy</b>
P1/Early level	<b>88%</b> 6/8 clusters above 85% 8/8 clusters above 80%	<b>87%</b> 6/8 clusters above 85% 8/8 clusters above 80%
P4/First level	<b>84%</b> 3/8 clusters above 85% 4/8 clusters above 80%	<b>82%</b> 3/8 clusters above 85% 7/8 clusters above 80%
P7/Second level	<b>79%</b> 2/8 clusters above 85% 4/8 clusters above 80%	<b>78%</b> 1/8 clusters above 85% 5/8 clusters above 80%

### Attainment in Secondary Schools

#### Broad General Education S1-3

- 53 Standardised assessments provided by the Centre for Evaluation and Monitoring (CEM) at Durham University are used in S1 and S2 as one of a range of means to reliably assess and monitor pupil attainment trends over time. The Middle Years Information in Schools (MidYIS) assessment is used near the start of S1 and S2 Assessment for Excellence (S2 AfE) is used towards the end of S2. These two assessments provide snapshots of pupil progress and achievement and a measure of value added over the first two years of the Broad General Education.

Table 2

<b>Year</b>	<b>S1 MidYIS</b>	<b>S2 AfE</b>	<b>Value added</b>
<b>2011/12</b>	96.1	99.7	0.0
<b>2012/13</b>	95.3	97.7	- 0.03
<b>2103/14</b>	96.0	99.4	+ 0.1

(1) MidYIS and S2 AfE results are standardised to a mean of 100. A score greater than 100 indicates better than average performance and less than 100 poorer than average performance

(2) A positive S2 AfE value added measure shows that S2 pupils have progressed better than would be expected based on their prior S1 MidYIS results

- 54 MidYIS results show that pupils are on average performing less well than the MidYIS sample average near the start of S1. By the time of S2 AfE, results suggest that young people have progressed as well as or better than similar pupils elsewhere. In 2014, the overall S2 AfE performance in Angus was in-line with that of the wider S2 AfE sample and the value added was small but positive.
- 55 Information relating to achievement of curriculum levels will also be gathered for secondary pupils from 2014/15 and will be reported on annually.

## Senior Phase S4-6

56 Pupils in the senior phase of secondary school (S4, S5 and S6) have the opportunity to have their learning accredited through the Scottish Qualification Authority (SQA). The performance of each school in SQA awards is analysed at school level as well as by senior staff and informs planning to ensure attainment is raised in all schools. Previously, performance in Angus was compared to the national average and the average of the five local authorities in our comparator group (Dumfries and Galloway, Highland, Moray, Scottish Borders and South Ayrshire). However, the way in which SQA results are analysed and reported by Scottish Government changed in 2013-2014. This coincides with the introduction of new SQA National Qualifications developed as part Curriculum for Excellence. As a result, it is no longer possible to provide information on average attainment of the comparator authorities. Instead schools and authorities are now benchmarked against a 'virtual comparator'.

Table 3

Measure	2011/12			2012/13			2013/14		
	Angus	Virtual Comparator	National	Angus	Virtual Comparator	National	Angus	Virtual Comparator	National
5+ Level 3 by the end of S4	94	91	89	95	91	90	86	85	83
5+ Level 4 by the end of S4	79	80	76	78	81	78	79	80	77
5+ Level 5 by the end of S4	32	39	34	34	40	35	39	45	39
3+ Level 6 by the end of S5	26	32	29	26	35	30	31	37	33
5+ Level 6 by the end of S5	10	14	12	10	15	13	13	18	17
1+ Level 7 by the end of S6	17	18	19	18	20	18	18	22	19

57 From 2012 to 2014, the proportion of young people in Angus schools achieving 5 or more awards at SCQF level 3 by the end of S4 has remained above the national and virtual comparator averages. Over the same three year period, the proportion of young people in Angus achieving 5 or more awards at SCQF level 4 has remained largely unchanged while the proportion achieving at SCQF level 5 has increased. However, both these measures in Angus remain below the virtual comparator average. For awards at SCQF levels 6 and 7 by the end of S5 and S6, the proportion of pupils achieving awards in all key measures has risen. However, they remain below the virtual comparator average as well as that nationally. Raising attainment across all measures will remain a key priority in the coming years. New national qualifications at Higher and Advanced Higher levels will be introduced in sessions 2014/15 and 2015/16 respectively. The measures used to report on the performance of schools in national qualifications will change in 2015 to reflect the new national benchmarking tool, Insight, introduced in August 2014. In the future school attainment measures will highlight and focus upon leavers' attainment/achievement results rather than results for cohorts of pupils at particular school stages.

58 Raising the attainment and achievement of looked after children remains a key priority for Angus Council. In line with the most recent national statistics relating to average tariff scores available up to 2012/13, educational attainment for looked after children in Angus has improved over recent years. However, the gap between the attainment of looked after children and all children remains significant. In the 13/14 SQA exam diet, 55% of looked after children in S4 achieved five or more awards at level 3 compared with 86% for all young people.

### **Achievement for All**

59 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.

60 Ten Angus primary schools participated in a Micro-Tyco national challenge for the first time in 2013/14. Edzell PS achieved a very significant success in achieving third place in this national challenge. Each of the school house groups at Edzell was give £1 as “seedcorn” funding with the aim of growing this investment through using their creative skills to design a range of entrepreneurial activities. With the support of the local community the children raised almost £2,500 to invest in micro-loans to help the world’s poorest people work their way out of poverty. In all participating Angus PS, the Micro-Tyco challenge provided a very motivating context within which to apply and develop skills for learning, life and work.



61 All secondary schools in Angus have participated in supporting young people to achieve Duke of Edinburgh and Youth Achievement awards.

62 There has been a decrease in the number of people achieving bronze awards over the last two years. Entry levels for the Award remain constant. The reduced conversion rate between entries and awards will be further investigated.

Table 4

<b>Awards Gained</b>			
<b>Year</b>	<b>Bronze</b>	<b>Silver</b>	<b>Gold</b>
2009-2010	83	37	31
2010-2011	112	48	13
2011-2012	179	70	13
2012-2013	138	73	22
2013-2014	128	71	13

- 63 Dynamic Youth Awards continue to be well used as a vehicle for recognising achievement. However, there has been a significant drop in the number of completed Youth Achievement Awards completed in 2013/14. This will be an area for improvement in 14/15.
- 64 From May 2013 to April 2014 281 Saltire Award certificates were issued across all of the Award Levels. These Awards which are administered locally by Voluntary Action Angus recognise young people's contribution through volunteering. The breakdown for the different award levels was - Challenge 32, Approach 148, Ascent 96 and Summit 5. There is no comparative data for the previous year.
- 65 Children and young people are well supported to develop their musical talents through bands and orchestras both within Angus and pan-Tayside. In 2013/14 1244 pupils were receiving musical tuition while 172 attended bands and orchestras. In addition funding from the Youth Music Initiative has supported enhanced opportunities for children to develop their creative talents and learning through a musical context. The report on music therapy sessions in Angus schools for children with multiple and complex needs provided positive comment upon the impact these sessions had on developing their communication and interaction skills.
- 66 A broader range of Angus pupils are now taking part in extra-curricular sport and physical activity. The overall percentage of pupils who attended at least one physical or sports activity after school club over the course of the 2013/14 school year rose to 42% a marked increase on the figure of 27% in session 11/12. The broader range of attendance at after school clubs has been supported through an increase in the number of volunteers to 617. This includes 131 senior pupils. More than half of the volunteers hold a nationally recognised qualification.



## Opportunities for All

- 67 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.

Table 5

Destination*	Angus			Scotland		
	2012/13 %	2013/14 %	Change %	2012/13 %	2013/14 %	Change %
Higher Education	38.9	36.4	-2.5	36.5	38.6	2.1
Further Education	30.8	28.4	-2.4	27.8	26.3	-1.5
Training	3.0	2.2	-0.8	5.0	4.1	-0.9
Employment	20.0	22.5	2.5	20.4	21.7	1.3
Voluntary Work	1.0	0.6	-0.4	0.5	0.4	-0.1
Activity Agreement	1.0	1.0	0.0	1.3	1.1	-0.2
Unemployed Seeking	4.1	7.5	3.4	7.1	6.3	-0.8
Unemployed Not Seeking	1.0	1.1	0.1	1.2	1.1	-0.1
Unknown	0.2	0.4	0.2	0.3	0.3	0.0
<b>Positive Destinations</b>	<b>94.7</b>	<b>91.0</b>	<b>-3.7</b>	<b>91.4</b>	<b>92.3</b>	<b>0.9</b>

\*The destination data in this table is based upon the Initial School Leaver Destination Return 13/14. A further exercise will be conducted by Skills Development Scotland in March 2015 to update these figures.

- 68 Overall the percentage of leavers entering a positive destination in 2013/14 is, at 91.0%, markedly down on 2012/13 and is now below the national average. In 2013/14, Angus Council was 28th out of 32 local authorities for the percentage of leavers entering a positive destination in contrast to 5<sup>th</sup> out of 32 in 2012/13. The percentage of leavers entering higher education (HE) is lower than the national average. The percentage entering further education (FE) has also fallen but remains above the national average. In contrast, there has been an increase in the percentage entering directly into employment.
- 69 Forthcoming attainment meetings with secondary schools will explore this destination data in more depth through the new senior phase benchmarking tool, Insight, in order to identify actions which will support improved performance on this key measure.
- 70 Following publication of the Wood Commission report on Developing Scotland's Young Workforce, implementing its recommendations will become a key focus for Angus Council, to ensure all our young people achieve positive sustained destinations.

## Child Protection

- 71 The number of child protection referrals and registrations has increased significantly over the past three years. This possibly reflects an increase in the awareness of child protection through partner



agencies following training delivered at a local level to professionals within these partner agencies. It may also reflect the high profile nature of some of the sexual abuse cases over recent times which has highlighted to the public the importance of speaking up and raising their concerns as well as the local public awareness raising campaign which ran recently on the radio and newspapers. Further planned work will be undertaken through case file review sampling to ensure that there have not been missed opportunities at an earlier stage to intervene positively in children's lives.

Table 6

	<b>2011/2012</b>	<b>2012/2013</b>	<b>2013/2014</b>
<b>Number of investigations</b>	259	312	444
<b>Number of initial child protection case conferences held</b>	76	90	176
<b>Number of children involved</b>	134	149	207
<b>Number of children registered</b>	104	132	176
<b>Number of children de-registered</b>	111	97	153
<b>Number of children on register as at 31 July</b>	59	94	117

- 72 The high quality of the child protection work within the People Directorate has been maintained as 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. By way of illustration in 13/14 all child protection referrals were screened and responded to within 24 hours; all initial child protection case conferences were held within 21 days and all children on the child protection register were visited at home on a fortnightly basis unless there specific reasons not to do this.

### **Looked After Children**

- 73 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. The chart below details the numbers of children and young people looked after as at 31 July 2014 in Angus:

Table 7

<b>Total number of looked after children as at 31.7.14</b>			
<b>Status</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
<b>At home with parents</b>	76	68	86
<b>At home with relatives / friends</b>	40	32	35
<b>With Angus foster carers</b>	103	114	112
<b>With foster carers purchased by Angus Council</b>	11	11	10
<b>Prospective adopters</b>	14	11	11
<b>In other community</b>	0	0	0
<b>Crisis care</b>	0	0	0
<b>Residential school</b>	6	11	7
<b>Other residential</b>	2	3	3
<b>Secure accommodation</b>	4	1	4
<b>Angus residential home</b>	3	3	4
<b>Total</b>	<b>259</b>	<b>254</b>	<b>270</b>

- 74 As of March 2014, 92% of our looked after children were in community placements. This placed the Council in the top quartile of Scottish local authorities. It is not always possible nor in the best interests of the child to place them within their local community. However, efforts are made to maintain children within Angus whenever appropriate. Even if children cannot live at home or within their communities through remaining in Angus they have better opportunities to stay in touch with their families, friends and community networks and they are more able to attend their local school or if necessary an alternative school in Angus. In 2013/14 we placed 95% of our looked after children within the boundaries of Angus.
- 75 The work undertaken in Angus under the auspices of the Community Planning Partnership with regard to the development of a Corporate Parenting Pledge and the establishment of the Corporate Parenting Board means we are well prepared to fulfil the new responsibilities brought in by the Children and Young People (Scotland) Act 2014.
- 76 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.

Table 8

#### **Post School Destinations for Care Leavers in Angus**

Destination/ Year	2009/10	2010/11	2011/12	2012/13	2013/14
Employment	3	0	1	4	4
Training	0	2	2	1	1
HE	0	2	1	1	1
FE	11	12	10	15	18
Volunteering	1	0	0	0	0
Activity Agreement	0	1	2	3	3
<b>Total Positive</b>	<b>15(42%)</b>	<b>17(52%)</b>	<b>16(70%)</b>	<b>24(75%)</b>	<b>27(82%)</b>
Unemployed Seeking	18	13	6	6	4
Unemployed Not Seeking	3	3	1	2	2
Unknown	0	0	0	0	0
<b>Total Other</b>	<b>21(58%)</b>	<b>16 (48%)</b>	<b>7 (30%)</b>	<b>8 (25%)</b>	<b>6 (18%)</b>

- 77 There is an improving trend in supporting looked after children in to positive destinations. However, it is still the case that looked after children are less likely than other young people to go into positive destinations in leaving school.

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

- 78 The CSWO has a range of specific statutory functions. In 2013/14 decisions were made by the CSWO to approve the following actions with regard to the safety and care of children and young people.

Table 9

<b>Decisions approved</b>	<b>April 11 to March 12</b>	<b>April 12 to March 13</b>	<b>April 13 to March 14</b>
<b>New Secure Accommodation</b>	6	2	4
<b>New Permanence Orders</b>	17	9	13
<b>New Permanent Carers</b>	1	1	3
<b>New Temporary Carers</b>	5	8	17
<b>New Prospective Adopters</b>	4	8	13
<b>New Respite Carers</b>	2	5	4
<b>Movements in Care</b>	136	115	142

- 79 It is positive to see the number of carers, both temporary and permanent increasing. The increase in carers will enable us to better meet the needs of children and young people who require to be placed in foster care.

## ADULTS

- 80 A wide range of work is undertaken to ensure adults within Angus have extensive and inclusive opportunities to live fulfilling lives and be cared for and protected. Services to adults involve close partnership working with NHS Tayside and partners within the local community.

### Criminal Justice

- 81 Social Work and Health has continued to work very effectively with the Tayside Community Justice Authority (CJA) and Tayside Criminal Justice Service partnership (CJS) to develop and meet the targets and objectives for the service.
- 82 The use of legacy orders such as Community Service Orders, Supervised Attendance Orders and Probation Orders has continued to decrease. (These orders were replaced by Community Payback Orders in February 2011 but are still issued for historical offences) The use of Community Payback Orders is relatively stable. However, the decrease in the use of Restriction of Liberty Orders and Drug Treatment and Testing Orders has continued. We are seeking to address this through conducting an analysis of recommendations and assessments as well as engaging in discussion with local judiciary. There has been an increase in the overall use of Structured Deferred Sentence and it is notable that the majority of those issued are High Tariff. These have been particularly effective in stabilising the lives of service users and thus preventing reoffending although they do place a significant burden on the service.

Table 10

<b>Total number of:</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
Offenders assessed as being of very high / high risk of sexual violence	5	7	6
Probation orders issued *	106	47	1
Probation orders issued with a condition of unpaid work *	43	20	0
Community Service orders issued	139	64	2
Drug Treatment and Testing orders issued	10	9	3
Restriction of Liberty orders issued	22	12	12
Supervised Attendance orders issued	127	92	8
Structured Deferred Sentences passed	194	100	116 (88 High Tariff)
Bail Supervision orders	17	8	0
Statutory Supervision orders	13	10	0
Community Payback orders *	4	185	221 (total)
Community Payback orders Unpaid Work only			121
Community Payback Orders Supervision only			57
Community Payback Orders Supervision and Unpaid Work			43

\* It should be noted that Probation Orders were replaced by Community Payback orders in February 2011

## Drug and Alcohol

- 83 During 20013-14, a broad range of alcohol and drug services have actively promoted 'SMART' recovery programmes offering peer support to encourage improved community engagement and enhance confidence and self-determination amongst those who have alcohol and drug problems in Angus. There are currently four active programmes across Angus and 16 facilitators have now been trained.
- 84 We also have a range of established 'learning partnerships' across our services to share skills and build capacity in order to promote more effective outcomes.
- 85 The importance of the Children Affected by Parental Substance Misuse (CAPSM) agenda is being fully addressed by the appointment of a project manager to develop a 'whole family approach' in response to need. This is a direct consequence of a consultation exercise with service users in Angus and the subsequent involvement of all stakeholders in identifying priorities.
- 86 In addition to the above, addressing the use of New Psychoactive Substances is a key priority for the Alcohol and Drug Partnership (ADP) over the coming year; a needs assessment has been commissioned by the three Tayside ADP's and an action plan to address local need will be implemented following conclusion of this assessment.

## Mental Health

- 87 The Mental Health (Care and Treatment) (Scotland) Act 2003 sets out requirements for social work in relation to compulsory detention in hospital or compulsory treatment in the community for people with a mental health disorder. There has been a significant increase in orders related to short term detention in hospital. This is a national as well as a local trend. Our community based teams are committed to working along with General Practitioners and the third sector to promoting earlier identification of and support for mental health issues.

Table 11

<b>Total number of:</b>	<b>2011/2012</b>	<b>2012/2013</b>	<b>2013/2014</b>
Compulsory treatment orders	31	39	33
Emergency detention in hospital	47	36	29
Short term detention in hospital	33	58	65
Assessment orders	2	3	0
Treatment orders	1	2	1
Transfer for treatment direction	1	1	0

- 88 There are a much smaller number of compulsory measures which relate to people who are mentally unwell who also commit offences. Though smaller in number, the legislative requirements are both critical and complex.

Table 12

<b>Total number of:</b>	<b>2011/2012</b>	<b>2012/2013</b>	<b>2013/2014</b>
Compulsion orders	6	5	8
Number of compulsion orders Angus Council has responsibility for	6	5	8
Number of compulsion orders with restriction Angus Council has responsibility for	4	4	4
Hospital based orders	9	9	12

- 89 Some individuals who are not able to make decisions for themselves or who are incapable of giving informed consent may be subject to welfare guardianship orders. The majority of guardianship orders are 'private' – this means an adult with no statutory role might be appointed as a guardian. All such cases of this nature are supervised by a qualified officer of Angus Council. For all other cases, the Chief Social Work Officer (CSWO) is named as the guardian.

Table 13

<b>Total number of:</b>	<b>2012/2013</b>	<b>2013/2014</b>
Guardianship applications	42	55
Active guardianship cases	174	163
Private guardianships supervised by Angus Council	112	105
Guardianships held by the Chief Social Work Officer	62	58

### **Adult Protection**

- 90 The Adult Support and Protection (Scotland) Act 2007 placed a duty on the local authority to look into the circumstances of adults at risk and to protect adults who, because of a disability, health condition or age are less able to protect themselves or their own interests. The Act also gives powers to intervene where an adult is at risk of serious harm, via protection orders, which are applied for through the court.
- 91 While Social Work and Health has a lead role, adult protection is a multi-agency responsibility. The Angus Adult Protection Committee (AAPC) has continued to move forward to guide and shape policy and practice to improve the safety of adults at risk of harm in Angus.
- 92 An Early Screening Group (ESG) was established in Angus in 2012 to consider all Adult Concern Reports submitted by Police Scotland, the main source of adult protection referrals in Angus. The ESG ensures an informed and appropriate response to adults about whom the police have concerns and enables referrals to be made to the correct community care teams or partnership agencies.

Table 14

<b>Total number of:</b>	<b>2012/2013</b>	<b>2013/2014</b>
Adult Protection Referrals	526	345
Investigations	56	58
Initial Case Conferences	39	37
Review Case Conferences	68	55
Protection Order	9	1

- 93 Mainly as a result of the formation of the ESG and subsequent screening of the adult concern reports, there has been a significant reduction in the number of adult protection referrals to social work and health community care teams. In 2013/14 there were 345 referrals made compared to 526 referrals in 2012/13. This has enabled a better focus on adult protection concerns (95% of referrals led to an inquiry in 2013-2014 compared to 69% in 2011-2012); ensures relevant information is shared by the key adult protection partners; and that actions agreed are both appropriate and proportionate.
- 94 Financial harm is three times more common than any other type of harm experienced by adults at risk in Angus. A financial harm sub-committee was, therefore, established and its work has been instrumental in raising awareness and taking action to tackle financial harm in Angus. The launch of the Angus Council policy on financial harm achieved significant publicity in the press and on national television promoting the work of the Committee and raising awareness of the risks

### **Angus Suicide Prevention Collaborative**

- 95 The 10 year Choose Life Strategy has now come to an end and has been succeeded by a new three year national suicide prevention strategy which has confirmed the Scottish Government's commitment to the suicide prevention agenda.
- 96 As of February 2014, the Choose Life Angus and Dundee Steering Group took the decision to move to locality steering groups with Choose Life Angus becoming the Angus Suicide Prevention Collaborative (ASPC).
- 97 The Angus Suicide Prevention Collaborative will oversee the development and implementation of the local suicide prevention strategy for Angus.
- 98 The Suicide Prevention Collaborative has been at the forefront of developing innovative approaches across a number of priority areas of work this year, some of which are being recognised and rolled out at a regional and national level. These include:
- **Suicide? Help! App** - an innovative way in reaching people affected by suicide who would not normally interact with services for help was developed by the ASPC in the form of an app called "Suicide? Help!" which is the first for Scotland and the UK. The app is available to download free from Apple and Google app stores for phones or tablets. In its first year (April 2013 to March 2014) the app has had 13, 721 downloads.
  - **Suicide Prevention Week (SPW) 2013** – SPW ran from 09 - 15 September 2013 and provided a number of key activities across Angus, raising awareness of suicide prevention and the support available. A local suicide prevention conference took place in partnership with our colleagues in Dundee entitled "Working with People in Distress". The event was fully subscribed and evaluations were very positive.

### **Angus Violence Against Women Partnership**

- 99 The Angus Violence Against Women Partnership (AVAWP) continues to aspire to eradicate violence against women in Angus and make it a place where women and children can, with support when necessary, live safely free from the inequalities and harm associated with gender based violence.

- 100 During 2012-13 in Angus, Police Scotland recorded 1,154 incidents of domestic abuse compared to 1,187 incidents the previous year. This is a decrease of 2.8% compared to a rise of less than 1% across Scotland as a whole.
- 101 Multi Agency Risk Assessment Conferences (MARAC) continue to take place monthly in Angus, where information about high risk victims is shared between local agencies to ensure a co-ordinated safety plan is drawn up. During the past year work has been undertaken to ensure that co-ordination and administration is undertaken on a Tayside Wide basis to ensure consistency. This will be a key priority over the next financial year.
- 102 Multi Agency Tasking and Co-ordination meetings (MATAC), led by Police Scotland, have been introduced in Tayside and take place every two months, which focuses on sharing information across divisions and forces to ensure that perpetrators are effectively monitored.
- 103 Prevention is key to tackling this agenda and ensuring that AVAWP meets its long term outcome of ensuring that violence against women and girls in Angus is reduced. Prevention work will continue to be a key priority for AVAWP as well as ensuring that we have the right support for those affected.
- 104 2014/15 will see the Partnership embark on self-evaluation, statistical analysis and service mapping to allow us to further understand the scale of the problem in Angus and allow us to form a new three year action plan.

### **Voluntary Service**

- 105 The People Directorate Voluntary Service provides, co-ordinates and supports volunteers to assist social workers and care managers in delivering a high quality service across Angus.
- 106 Throughout 2013/14, 103 volunteers were supported by the service.
- 107 Our volunteers are dedicated individuals who may offer assistance at residential and day care units and support within the community. Others provide quality time and companionship to those who may have limited family support and they often help service users get out into the community and participate in local activities.
- 109 Volunteering has many positive benefits. Not only does it enhance the life quality of the service user but we recognise that it also provides the volunteer with a sense of satisfaction and fulfilment.

### **Adults with Learning Disabilities**

- 110 The new national strategy, 'The Keys to Life' has driven a shift in the balance of care from hospital provision to community living and latterly from residential and nursing care to supported accommodation and support to live independently in mainstream housing. This shift towards greater independence for individuals continues to be at the forefront of national policy. There is an increasing need for people to live in smaller, more personalised and independent environments. A number of adults with learning disabilities hold tenancies in supported accommodation. A programme of development to shift the services to core and cluster models is underway. Core and cluster support is the term used to describe a supported accommodation base where staff reach out to provide care at home services to those living in mainstream housing in the locality of the supported accommodation.



## Supported Accommodation – Learning Disabilities

Table 15

Year	Number of service users in supported accommodation	Total number of service users in the service	Percentage of service users in supported accommodation
2011	67	462	14.50%
2012	68	461	14.75%
2013	72	505	14.26%
2014	77	481	16.01%

## Mainstream Accommodation – Learning Disabilities

Table 16

	2012	2013	2014
Mainstream	207	205	204
Mainstream with support	70	70	84

## Older People and Adults with Physical Disabilities

- 111 Performance has continued to improve in shifting the balance of care for older people by supporting greater numbers of older people to live in their own homes as opposed to institutional settings. This is the key outcome for this population group.
- 112 With our sustained emphasis on a preventative enablement approach, we are improving outcomes for older people. For example the number of people who have required no care services following enablement has continued to increase.
- 113 As we increase the number of people who are supported to remain in their own homes, we have increased the proportion of people receiving personal care and the proportions receiving a service at weekends.

Table 17

	2011/12	2012/13	2013/14
<b>Of those clients completing enablement:</b>			
% of clients requiring no care after enablement	54.5%	65.4%	85.2%

Table 18

<b>Blank</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
<b>Of those requiring care after enablement:</b>			
% receiving personal care	60.4%	62.5%	65.0%
% receiving evening/overnight service	15.7%	16.2%	15.7%
% receiving weekend service	46.6%	47.5%	59.4%

- 114 Another indicator of the development of enablement is the reduced proportion of people aged over 85 who are supported in care homes. This reduction reflects the strategy of supporting more people to live in their own homes for longer. The establishment of additional supported accommodation at Kinloch in Carnoustie and Kirkriggs in Forfar has supported the reduction in residential care placements.

Table 19

	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
Number of older people supported in care homes expressed as a % of the population aged 85 and over	25.6	23.2	22.3

- 115 The Change Fund has afforded the opportunity to enhance the staffing in the enablement teams so that more service users can benefit from this service. In addition 3 hospital care manager posts have been created to work as part of the multidisciplinary team in each of the Angus community hospitals to facilitate discharge.
- 116 The Change Fund is also funding additional Social Care Officer availability in the Early Supported Discharge and Prevention of Admission Service to support more people get home from hospital more quickly and prevent unnecessary hospital admission. These posts are starting to impact on the partnership being able to meet the delayed discharge target of 28 days which was introduced 1<sup>st</sup> April 2013. The other positive reason for reductions in delayed discharge is the reduction in admissions in the first place, again being achieved through pro-active multi-disciplinary working.
- 117 The number of lost bed days in total is reducing also, and this is a reflection of the more systematic multi-disciplinary work undertaken to meet the targets. There are, however, variances across the Localities and we are addressing these by providing support through the Integrated Care Fund to spread tried and tested improvements across Angus.
- 118 An Occupational Therapist and Occupational Therapy Assistant have been located in First Contact. These posts deal with Occupational Therapy (OT) enquiries and the screening of referrals for each of the localities. This change in the way of working has freed up OT time to deal with case work and has had a significant impact by reducing the waiting time for OT assessment.
- 119 Through implementation of the Dementia Standards Service Improvement Programme we have continued to make progress in the early identification and diagnosis of dementia

## Respite Services for all Adults

- 120 The number of overnight respite weeks for all adults has increased, reflecting our commitment to support more people in the community and provide respite care for carers in Angus. An electronic respite booking system introduced 2013 assisted in ensuring that respite services could be more easily accessed and contributed to the availability and uptake of respite resources.

Table 20

	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
Number of overnight respite weeks for all adults	1,689	1,917	3,600

## Angus Council Care Centres

- 121 The number of respite/short stay places in Angus Council care centres was increased with re-designation of 6 places at Beech Hill, Forfar; and the opening of a new 8 place short-stay unit at Kinloch Care Centre, Carnoustie in May 2013. This reflects a change of focus for local authority care centres from providing traditional care home places to supporting people to stay in their own homes and communities. The Kinloch Care centre is an example of this new approach, where the centre provides 28 supported houses, 10 dementia day-care places each day, 8 short-stay places and only 8 permanent care home places for people with dementia. The short-stay places are very well used (94% occupancy over the period July 2013 to March 2014).

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

122 This is 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

- 123 In 2013/14 the Early Years' Service met the requirements to provide 600 hours of Early Learning and Childcare in 80 of our 82 early learning and childcare settings within Angus (2 playgroups are not operating 600 hours because parents did not want the additional provision).
- 124 The 600 hours early learning and childcare provision is being developed so that it gives parents choice and flexibility.
- 125 The Scottish Government has provided significant additional capital and revenue to facilitate the provision of 600hrs for 3 and 4 year olds and for target 2 year olds. In some school nursery settings there are waiting lists for three and four years olds. However, alternative private provider provision is available. There are currently 16 building projects planned for burgh schools and an additional 5 rural schools. These are adaptations, extensions and refurbishments. There is a move towards creating flexible community/family support/playgroup provision within schools settings where appropriate and viable.
- 126 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). Evaluation of training opportunities identified the need to provide more leadership and management training for SEYPs and Managers in partner centres. This has been given increased focus in the professional learning delivered during 2013/14.



## Pupil Voice

- 127 All educational establishments have continued their good practice in the involvement of pupils in evaluating the work both in class and more widely across the school through a range of means including questionnaires, focus groups and self-evaluation. Many schools are involving pupils in evaluating the quality of learning and teaching.
- 128 Angus secondary schools continue to use both established and new procedures to further develop this 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.
- 129 A consultation/workshop day was held for all secondary school captains and vice-captains, led by the Head of Schools and Learning. At this day the young people gave clear views on their perception of education in Angus and their ideas of what makes good classroom learning. This group was also given the opportunity to input into the rewriting of the annual Pupil Surveys. Although Pupil Surveys were not carried out last year, the updated versions will be launched in February 2015.

## School Attendance

- 130 All schools have continued to adopt rigorous approaches to managing the absence of pupils.

Table 21

School Attendance	2011/12			2012/13			2013/14		
	Angus	Comparators	National	Angus	Comparators	National	Angus	Comparators	National
<b>Primary</b>	95	95	95	95	95	95	96	N/A	N/A
<b>Secondary</b>	93	92	91	93	92	92	93	N/A	N/A

- 131 No comparator and national data is available for 2013/14 as this information is now only gathered at national level every two years.
- 132 Primary and secondary schools have successfully improved or maintained their attendance rates in 2013/14. This is attributed to a more focused monitoring approach at school level and the high quality of support families and schools received from staff in the School and Family Support service.
- 133 Attendance rates in Angus for Looked After Children (LAC) in Primary are in line with the Angus Not LAC rate and are above the Scottish LAC average. In Secondary there has been a decline in attendance rates for LAC. The total Angus LAC attendance rate is below both the Angus Not LAC rate and the Scottish LAC average. There are differences according to placement. The highest rates of attendance are seen in children in residential schools and the lowest rate amongst children looked after at home.

**Percentage Attendance of all Angus Primary Age Pupils and Looked After Children, 2009/10 – 2012/13**

Table 22

	2009/10	2010/11	2011/12	2012/13	2013/14
<b>Angus LAC at Home</b>	93	91	93	89	94
<b>Angus LAC Away</b>	96	96	97	97	97
<b>Total Angus LAC</b>	95	95	96	95	96
<b>Total Angus Not LAC</b>	96	96	96	95	96
<b>LAC Scottish Average</b>	91.2	91.1	Not applicable	91.9	Not applicable

**Percentage Attendance of all Angus Secondary Age Pupils and Looked After Young People, 2009/10 to 2014/14**

Table 23

	2009/10	2010/11	2011/12	2012/13	2013/14
<b>Angus LAC at Home</b>	63	73	76	70	74
<b>Angus LAC Away</b>	89	92	90	91	89
<b>Total Angus LAC</b>	82	88	86	85	84
<b>Total Angus Not LAC</b>	93	93	93	93	93
<b>LAC Scottish Average</b>	91.2	91.1	Not applicable	91.9	Not applicable

**School Exclusions**

- 134 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. No comparator and national data is available for 2013/14 as this information is now only gathered at national level every two years.

Table 24

Exclusions levels per 1,000 pupils	2011/12			2012/13			2013/14		
	Angus	Comparators	National	Angus	Comparators	National	Angus	Comparators	National
<b>Primary</b>	11	15	11	4	14	35	4	N/A	N/A
<b>Secondary</b>	49	49	72	35	47	58	34	N/A	N/A

- 135 The efforts of all school staff to reduce school exclusions have had very positive outcomes in both the primary and secondary sectors. The reduction in exclusions since 2011/12 can also be attributed to the excellent partnership working between schools, family support services and the extended support provided for pupils in need. There has been a significant reduction in the level of exclusions for looked after children attending Angus primary schools with no exclusions of pupils looked after at home in either of the last two years. Unfortunately there has been a rise in exclusions for looked after children in Angus secondary schools over the last two school sessions. A review of exclusions processes has been initiated in response to these developments.

## Anti-Bullying

- 136 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 25

### ANGUS SECONDARIES – TOTAL NUMBER OF ANTI BULLYING INCIDENTS

Year	Verbal	Physical	Cyber	Racial	Other	Total No. of Incidents
2009/2010	165	80	22	7	56	267
2010/2011	124	47	17	9	60	188
2011/2012	159	50	24	15	75	233
2012/2013	120	50	15	14	50	185
2013/2014	111	25	15	17	52	151

Table 26

### ANGUS PRIMARIES - TOTAL NUMBER OF ANTI BULLYING INCIDENTS

Year	Verbal	Physical	Cyber	Racial	Other	Total No. of Incidents
2009/2010	74	44	10	7	54	128
2010/2011	81	67	12	6	83	160
2011/2012	90	56	13	6	60	159
2012/2013	102	40	8	10	66	150
2013/2014	90	56	2	8	52	148

- 137 We are very pleased to note that the overall number of incidents reported in both primary and secondary schools has reduced with a significant overall reduction in secondary schools. Although the number of physical incidents reported in primary schools has increased, this can be attributed to the embedding of restorative approaches in primary schools and the enhanced confidence of our children to report instances of bullying. The rise in reporting of racial incidents in secondary schools may be a consequence of more vigilant monitoring of these incidents as required by the changes to reporting procedures with regard to protected characteristics.

## Inclusion

- 138 The GIRFEC Delivery group continues to play a key role in ensuring that the Children and Young People's Act is fully implemented. A five staged Intervention process has been agreed amongst all agencies in Angus. There is an agreed integrated assessment and child's plan. These require to be more consistently applied across the authority and to be up-dated in line with the statutory guidance. Training has already taken place with some 500 multi-agency staff having received initial training. Lead professional training has also taken place on a cluster basis. An audit is currently being undertaken to assess the effectiveness of the current arrangements and identify any further work or training to ensure that the arrangements are fit for purpose and meet the requirements of the new legislation.
- 139 In 2013, funding from the Early Years Change Fund, driven by the Early Years Collaborative, saw the roll out of the Nurture Space programme across Angus. A nurture space is a dedicated room which provides a safe, predictable, structured environment giving children opportunities to revisit early, missed nurturing experiences. Prior to a nurture space being established, each school undertook

whole school training on attachment and child development, delivered by the Educational Psychology Service.

- 140 Training in nurture principles and the setting up of the nurture space was delivered by the Principal Teacher, Extended Support for Pupils. In August 2013, children were identified and prioritised for inclusion in the programme. By May/June 2014, and after two or three terms of nurture intervention, the majority of children were ready to return to their mainstream classes. Since the initial seven groups were established in June 2013, there has been increasing interest in nurture intervention. From October 2014, the number of Nurture Spaces in Angus increased to twelve. In addition, Cosy Corner intervention is being progressed across thirteen Angus nurseries and private and voluntary providers. Guidelines for nurture and an assessment and monitoring tool have been developed. On-going training and monitoring has also taken place. Networks of staff have also been developed to share practice.
- 145 The Educational Psychology Service, along with Social Work colleagues, also provided training on attachment and additional support needs to Community Child-minders. This joint work was facilitated through the Early Years Collaborative with the aim of increasing the professional development of child-minders and promoting consistency of approach especially with vulnerable children including 2 year olds.
- 146 Planning for the implementation of the Children and Young People's Wellbeing Research continued throughout the 13/14 session in collaboration with colleagues from the Scottish Government and Dartington Social Research Unit. Unfortunately, the research was delayed due to further internal scrutiny by the Scottish Government. However, both the school and community surveys took place in September 2014 with data results made available in November. This local research information will help to target services to areas of most need.

### **Through and After Care**

- 147 The Through and After Care Team has supported young people by undertaking a holistic assessment/care plan (Pathway Plan) with 100% of open cases having had a care plan put in place.
- 148 In 2013/14 there were no tenancy breakdowns; one young person ended their tenancy on a planned basis to live with their partner.
- 149 Statutory payments have been made to care leavers by the team. These have included personal allowance payments, rent payments, payments for furnishings and emergency payments. Care leavers have been offered independent living preparation prior to moving on and on-going support when they have moved to their own accommodation. All young people previously 'Looked After and Accommodated' by the local authority have been offered a service.
- 150 Exit questionnaires continue to be utilised as a tool to obtain the views of service users. Feedback obtained from stakeholders and services users was positive.

### **Foster Carers**

- 151 The Fostering Service has worked with each of the Childcare and Support to Families teams in Angus. The fostering service has also worked in partnership with the other Angus-wide child care services; Children's with Disabilities Team, Through Care and Aftercare and the Kinnaird Street residential setting.



Table 27

<b>Total number of:</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>Foster carers</b>	58 including respite	57 including respite	54 full time and 11 respite	57 full time 16 respite
<b>Children with independent agencies</b>	5 permanent 11 temporary	5 permanent 8 temporary	5 perm 3 temporary	5 perm 2 temporary
<b>Carers currently outwith approval</b>		20	6	2
<b>Enquiries from prospective carers</b>	141	138	135	115
<b>Initial visits</b>		54	62	56
<b>Foster carers a waiting preparation training</b>	2		3	12
<b>Foster carers who have attended preparation training</b>	22	20	48	27
<b>Assessments in progress</b>	5	9	33	14
<b>Foster carers approved (new assessments)</b>	7	7	10	20
<b>Foster carers approved – (from other agency)</b>		3	3	2
<b>Carers de-registered</b>	2	6	3	8
<b>Support groups</b>	12	12	20	20
<b>Calls to ‘Out of Hours’ support service</b>	339	305	295	259

- 152 The target of 70 foster carers set for 2013/14 has been exceeded. As of the 31<sup>st</sup> March 2014 there were 72 carers, comprising of 57 full time and 16 respite carers. In 2013/14 we have also increased the number of level 3 carers to 10.
- 153 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.
- 154 The current numbers of Level 2 and Level 3 carers who are approved to take one or two children are 26, which is significantly above our target for 13/14 which was 12. There has also been an increase in the number of permanent carers. There are 7 approved carers providing placements for 10 children.
- 155 There is a notable increase in the number of respite nights on offer to children living at home from 308 in 2012/13 to 435 in 2013/14.
- 156 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.
- 157 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 will require placement numbers to be reduced to 3 per foster household.

## **Schools and Parents**

- 158 Every school in Angus has a Parent Council and the work of our Parent Councils has been commended by the Scottish Parent Teacher Council (SPTC). Every year, the senior management team from the school and learning service meets with parental representatives of all Parent Councils. The meetings are extremely well attended and provide the opportunity for consultation, feedback and sharing of ideas which inform the strategic and operational planning of the service.
- 159 The sharing of good practice has been a feature of the most recent meetings with Parent Council Chairpersons. The work of Glamis Primary School Parent Council in promoting pro-active partnership working between the parent community and the school was shared and it was very well received. The work was also highlighted as a model of effective collaboration by the Scottish Parent Teacher Council. This approach to encouraging Parent Councils across schools to support each other's work will continue to be progressed.
- 160 The focus areas for discussion during session 2013/2014 included amongst other things planning for learning, the number of secondary school subjects on offer and the 1+2 National Languages Strategy and its implementation in Angus schools.

## **ADULTS**

### **Adults with Learning Disabilities**

- 161 In June 2013, the Scottish Government launched a new strategy for people with learning disabilities in Scotland, 'The Keys to Life: Improving quality of life for people with learning disabilities'. 'The Keys to Life' sets out 52 recommendations for action by the Scottish Government, local authorities, NHS Scotland and academic and voluntary bodies.
- 162 A 'Keys to Life' implementation group was established in December 2013 to ensure a multi-agency approach in Angus was adopted to progress the recommendations. The group have been working closely with people who have a learning disability and their families to determine local needs and priorities.
- 163 A comprehensive engagement exercise was undertaken with stakeholders in Angus to establish their priorities in relation to 'The Keys to Life' recommendations and to hear what was important to them. The results were collated into locality areas to ascertain whether needs differed in the different localities in Angus and to inform locality planning in preparation for health and social care integration. 250 responses were received from this exercise.
- 164 In line with the national standards for community engagement a follow up engagement exercise was undertaken. This exercise informed all stakeholders who took part in the initial engagement exercise of the results, asked them to prioritise what was important to them and invited suggestions on how stakeholders would like to be involved in the future planning of services. 139 responses were received from this exercise. The results of these consultations are currently being collated but the top 3 priorities that are important to the people of Angus are human rights, health and independent living.
- 165 During 13/14 363 talking point reviews involving service users, carers, families and other professionals took place. These meetings reviewed care packages and assessed needs and obtain feedback from service users regarding levels of satisfaction with the service. 99% of service users reported that they felt involved in the planning of their care. 88.6% of carers reported that they felt supported to continue in their caring role against a comparative figure of 86% in 2012/13. There has also been a 35% increase in carers' assessments undertaken in the learning disability service since 2011.

### **Older People**

- 166 Angus Council Care Centres for older people have continued a programme of community engagement particularly with a view to promoting intergenerational co-production. Each care centre has built on links with local schools, and encouraged pupils of different ages to learn about aging, the experiences and perspectives of older people and opportunities for careers in caring roles.
- 167 In June 2014, Kinloch Care Centre achieved the "Partners in Learning" award for inter-generational work carried out in partnership with our local Angus schools.
- 168 The quality of the physical environment in Angus Council's care centres was significantly improved during the period as the closure of Camus House and opening of the Kinloch Care Centre brought all our care homes up to the standard of all residents having en-suite facilities; and safety levels were improved with the upgrading of fire systems at Seaton Grove resulting in all our care centres having sprinkler fire suppression systems.

- 169 Homecare Personal Care services commenced a structural review. A number of strategies were developed to address the high cost of Council personal care service, including the development of electronic rostering and monitoring systems. This initiative is continuing to be developed through testing the system in the Carnoustie/Monifieth area.
- 170 Over the winter period 2013-14 Care management, Early Supported Discharge and Prevention of Admission and Homecare services worked closely with Health partners on a successful winter project in the Carnoustie/Monifieth area achieving good outcomes for individuals facing hospital admission. This project demonstrated a high level of success in preventing unnecessary hospital admissions and coordinating support for people in their own homes at times of crisis.



## HOW GOOD WAS OUR DELIVERY OF SERVICES?

171 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

172 In 2013/14, 1129 three year olds and 1307 four year olds had access to high quality pre-school provision through nursery classes and partnership providers in Angus.

Table 28

	June 2013	June 2013	June 2014	June 2014
	Pre-school	Ante-Pre	Pre-school	Ante-Pre
<b>Local Authority</b>	1068	585	1093	609
<b>Partners</b>	221	568	214	520
<b>Total</b>	<b>1289</b>	<b>1153</b>	<b>1307</b>	<b>1129</b>

173 In the period from August 2013 to August 2014 there were 25 Care Inspectorate reports on early learning and childcare settings across Angus. Fourteen of these were Angus Council settings and eleven were partner providers.

Table 29

	Excellent	Very Good	Good	Adequate	Weak	Unsatisfactory
Local Authority	1	42	17	2		
Partners		24	23	4		

174 Across all settings the Care Inspectorate noted that children experienced a welcoming environment and quality care and that Health and well-being was being appropriately addressed. In some settings the impact of creating a nurturing environment was noted.

175 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. Almost all settings were noted for their bright and welcoming environment.

176 In all school settings staffing levels were appropriate and well qualified staff were 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. There was strong evidence of the children engaged in the planning of their learning in most settings. However, more settings need to fully develop their approach to ensure children are engaged at all stages of the learning process.

177 Self-evaluation and developing the curriculum were key areas for development. The need to involve parents and children more fully in the development of learning logs was noted. This is being addressed through support from the newly appointed Early Years Teaching Team and focussed professional development.

- 178 The review of the work of Early Years Collaborative within Angus has strongly influenced the development of the Early Years Strategy. A range of “tests of change” activity is underway relating to the themes of Early Identification and Intervention, Nurture and Attachment and Raising Attainment for All. One member of the Collaborative team has committed to training to become an Improvement Advisor. This development will support the team to evaluate and make decisions about those tests of change to implement more widely. Multi-agency engagement in the Early Years Collaborative remains strong.
- 179 Recent consultation exercise shows that the implementation plans to meet the requirement to provide 600 hours of Early Learning and Childcare have been very positively received by all key stakeholders (Head Teachers, practitioners and parents).
- 180 In December 2014, an Early Years Teaching Team of 3.6(FTE) teachers was established to support school and partner preschool settings with the development and implementation of high quality pedagogy in line with Early Years Strategy.

### School Inspections

- 181 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 2013/14, inspection reports were published for four primary schools. All four of these schools received positive inspection reports.

Table 30

### Summary of Evaluations by Education Scotland

		Schools Inspected 2013/2014		
Quality Indicators	Carlogie	Ladyloan	Monikie	Newbigging
Improvements in Performance (1.1)	very good	good	good	good
Learners Experiences(2.1)	good	good	good	good
Meeting learning needs(5.3)	good	good	satisfactory	good
The curriculum (5.1)	good	satisfactory	satisfactory	satisfactory
Improvement through Self Evaluation (5.9)	good	good	satisfactory	satisfactory

- 182 Across the primary schools inspected in Angus in 2013/14 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.
- 183 Schools are being asked 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.

- 184 In 2013/2014 two secondary schools were revisited by Education Scotland to look at how they had continued to improve their work. In each follow-up report inspectors recognised the progress and in some instances significant progress made against agreed actions.

### **Supported School Reviews**

- 185 During session 13/14 Supported School Reviews were conducted in 10 Angus Primary Schools.
- 186 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 and partnership working was also increasing opportunities for children to extend their achievements. One such business partnership involved Glamis PS and Agrico Ltd which gained local and national recognition for its success in supporting interdisciplinary learning. The project won the Food and Drink Federation Education Initiative Award in November 2013 and the Best School and Business Partnership Award through Investors in People in May 2014.
- 187 In most schools visited it was recognised that there was a need to continue to improve approaches to self-evaluation and the use of assessment is for learning strategies. In some schools aspects of meeting children's learning needs could be improved through planning for increased challenge and reviewing support for learning strategies.

### **Additional Support Need (ASN) Reviews**

- 188 Supported ASN reviews were carried out in 8 specifically resourced primary schools and one secondary school. Across the schools visited it was observed that pupils with a wide range of needs were being successfully supported in mainstream settings through the strong commitment and enthusiasm of teaching and support staff to promote and support inclusion. There were excellent examples of effective partnership working with parents and partner agencies such as Allied Health professionals. The reviews supported schools to develop individual action plans relating to identified areas for improvement in ASN provision as well as to share good practice. In Session 2014/15 Supported School Review visits will incorporate an ASN Review as part of the planned programme for these visits.

### **Curriculum**

- 189 All schools are developing 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.
- 190 Almost all secondary schools utilise SEEMIS tracking and monitoring for the senior phase. All schools have developed bespoke systems to plan and track learning across the broad general education (BGE). Far from simply being an audit tool, these methods of tracking involve focussed learning conversations with individual learners.
- 191 All secondary schools continue to build on good practice and review their curriculum to ensure it follows the principles of curriculum design whilst offering opportunities for both pupil attainment and achievement. 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.

- 192 Through the delivery of awards developed in-school and accreditation schemes such as CREST awards, John Muir Trust Awards and the Junior Duke of Edinburgh Award almost all secondary schools afford pupils the opportunity to gain accreditation for achievement. Schools are recognising and celebrating the wider achievements of children and young people and these are now being tracked more rigorously to ensure the risk of children missing out is reduced.
- 193 Continued good progress has been made in all schools to take forward some of the key recommendations from the Angus Literacy and Numeracy Strategies. Milestones in learning for end of early, first and second level in BGE have been developed for reading, writing, numeracy and mathematics. These Angus Standards are further developing teachers' confidence in assessing children's progress and have provided a framework for developing progressive pathways in learning for literacy and numeracy. Further to that the Standards and pathways are leading to the development of a more coherent assessment strategy and are supporting moderation activities within and across schools.
- 194 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. Strategic partnerships with Dundee City and Perth and Kinross Authorities are underpinning all work in this area.
- 195 A coherent health and well-being strategy has led to the delivery of two hours of high quality Physical Education in primary schools in Angus. In addition schools are developing approaches to using the outdoors as a learning context. The new HOLA (Healthy Outdoor Learning Angus) accreditation scheme has supported on-going work in this area.

### **Inclusion**

- 196 The Education Psychology and ASN Services have supported successful intervention research projects to raise attainment in literacy. The Literacy Projects involved both assessment and interventions that would target individuals with reading difficulties and provide intensive support for those with literacy needs who were due to move on to secondary school in the near future.
- 197 The results of the projects were positive. In one school, the project was delivered over a 10 month period and by the end the average rate of progress was around a 13 month gain in reading age, with half of the pupils involved making gains of 14 months or more. In the second school, the project was delivered over a 4 month period and the average rate of progress in terms of reading age was around 11 months with 42% making gains of 12 months or more.
- 198 The Educational Psychology Service has produced evaluation reports for all projects conducted in 13/14 which are available to all practitioners and school managers.

### **Child Protection**

- 199 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

- 200 The Supported Lodgings Scheme has been further developed and has offered alternative transitional accommodation for care leavers; the scheme is currently being evaluated.
- 201 Drop in services continue to operate in Arbroath, Forfar, Brechin and Montrose. The Job Club is held in Catherine Street Resource Centre, Arbroath each Friday lunchtime. This service would be enhanced with internet access which is currently unavailable as most applications for jobs, colleges and benefits are now on-line.

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

- 202 During 13/14 four social work registered services for children and young adults were inspected by the Care Inspectorate. All services received positive evaluations. Indeed it is very pleasing to observe the consistently high evaluations these services received across the suite of indicators

### ***Care Inspectorate Gradings 13/14***

Table 31

<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>Housing Support TCAC</b>	<b>25.06.13</b>	<b>good</b>		<b>good</b>	<b>good</b>
<b>Family Placement</b>	<b>02.05.13</b>	<b>very good</b>		<b>very good</b>	<b>very good</b>
<b>Fostering</b>	<b>30.0414</b>	<b>very good</b>	<b>Not applicable</b>	<b>very good</b>	<b>very good</b>
<b>Kinnaird Street YPU</b>	<b>15.05.14</b>	<b>very good</b>	<b>very good</b>	<b>very good</b>	<b>good</b>

## ADULTS

### Inspections of Social Work Registered Services for Adults

203 Twelve Angus Council registered services for adults were inspected in 2013-14. All services were graded “good” or better on all relevant criteria. We are delighted to note that the Kinloch Care Home received excellent evaluations for the quality of its environment and the quality of its staffing.

Table 32

Name	Date	Quality of care and Support	Quality of Environment	Quality of staffing	Quality of management and leadership
Gables Residential Home	06/05/13	Good	Good	Good	Good
Lochlands Resource Centre	20/06/13	VG	VG	VG	VG
Glenloch Centre	09/07/13	Good	Good	Good	Good
Rosehill Resource Centre	12/07/13	VG	VG	VG	VG
Personal Care and Community Alarm	19/07/13	VG	Not applicable	VG	Good
Beech Hill House Care Home	14/08/13	VG	VG	VG	VG
Housing Support Service	23/09/13	VG	Not applicable	VG	Good
Supported accommodation	08/01/14	VG	Not applicable	VG	VG
Seaton Grove Care Home	20/01/14	VG	VG	VG	VG
Kinloch House Care Home	23/01/14	VG	Excellent	Excellent	VG
Supported Housing Service	11/02/14	VG	Not applicable	VG	VG
Homelessness support service	20/02/14	VG	Not applicable	VG	VG

## Benchmarking

204 The table below shows the draft Local Government Benchmarking Framework indicators for 2013-14. As can be seen there has been progress on all five measures.

Table 33

Performance Indicator	2012/13	2012/13	2013/14	2013/14
	Value	Rank	Value	Rank
% of Adults satisfied with social care or social work services	51%	27	67%	11
Older Persons (Over 65) Home Care Costs per Hour	£31.07	30	£11.48	1
SDS spend on adults over 18 as a % of total social work spend on adults over 18	1.62%	22	2.19%	17
% of people over 65 with intensive needs receiving care at home	8.14%	32	40.96%	7
Residential Care Costs per adult per week	£377.42	19	£384.06	17

205 It should be noted that the increase in ranking in relation to the second indicator is the result of a change in the way Angus has reported homecare in 2013-14. In early 2014 adult services undertook a review of reporting to Scottish Government and concluded that Angus had been consistently under-reporting homecare data compared with other local authorities for a number of years. The correct figure for the number of homecare hours has been used in the 2013-14 LGBF data and this is reflected in the change in cost and ranking in the second and fourth measures.



## HOW GOOD WAS OUR MANAGEMENT?

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

### Financial Management

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

208 Budget monitoring/performance has been a standing item for discussion at all senior leadership team meetings. Regular reports detailing budget, projected spend and significant variances have been provided to budget holders. Regular meetings and discussions have been held with managers to review budget monitoring information and, where necessary, identify corrective action to bring specific areas back on budget.

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

210 The People Directorate budget (previously Education and Social Work Department budgets) is divided into a number of sectors. The position within each of these sectors is outlined below.

Table 34

Sector	Budget 2013/14 £'000	Outturn 2013/14 £'000
<b>Education Services:</b>		
<b>Nursery</b>	4,622	4,515
<b>Primary</b>	38,713	37,102
<b>Secondary</b>	42,878	42,126
<b>Additional Support Needs (ASN)/ Alternative Provision/ School and Family Support Service/Psychology Service</b>	11,748	11,869
<b>Support for Pupils</b>	5,979	5,883
<b>Technicians</b>	6	4
<b>Education Development Service/Early Intervention/ICT</b>	3,043	2,776
<b>Forfar/Carnoustie Schools Project</b>	1,804	1,599
<b>Total</b>	<b>108,793</b>	<b>105,824</b>
<b>Ring fenced carry forwards</b>		1,007*
<b>TOTAL</b>	<b>108. 793</b>	<b>106, 831</b>
<b>*£195k relates to pre-paid grants</b>		
<b>Social Work Services:</b>		
<b>Children and Family</b>	15,731	15,301
<b>Older People</b>	35,156	36,150
<b>People with Physical or Sensory Disabilities</b>	5,419	5,317
<b>People with Learning Disabilities</b>	6,954	7,203
<b>People with Mental Health Needs</b>	1,351	1,214
<b>People with Addictions/Substance Misuse</b>	507	484
<b>Criminal Justice Service</b>	377	263
<b>Service Strategy</b>	327	315
<b>TOTAL</b>	<b>65, 822</b>	<b>66, 247</b>

## **Financial Implications**

- 211 It is likely financial pressures will continue in 2014/15 and beyond, and the Strategic Director will continue to ensure arrangements are in place to systematically monitor the position.

## **Professional Learning of Staff**

- 212 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.
- 213 During session 13/14 the Angus Professional Review and Development and Professional Update Guidance for teaching staff was reviewed in line with the revised General Teaching Council Scotland (GTCS) professional standards and procedures. Following an accreditation process the GTCS approved our revised guidance.
- 214 The Early Years Team continued to provide high quality support and training for staff. Pre-school partner centres were well supported in developing practice through targeted professional learning visits and managers' meetings. Targeted professional learning was delivered to Head Teachers and Senior Early Years Practitioners to support the successful implementation of the Pedagogical Documentation Policy.
- 215 The Education Development Service facilitated effective networks of practitioners to improve attainment in literacy and numeracy and Angus was identified as a Numeracy Hub to lead the sharing of practice with Dundee, Perth and Kinross and Fife. A comprehensive programme of support and professional learning was provided for probationary teachers.
- 216 The Extended Support for Pupils Service continued to provide universal training in de-escalation and managing challenging behaviour in early years, primary and secondary school settings.
- 217 As part of the Autism Strategy, ASD training and associated resources, were provided in many pre-school, primary and secondary school settings by the Principal Teacher Autism and the Educational Psychology Service. Training was delivered to teachers and support staff in English as an Additional Language (EAL), Visual Stress, Individual Education Plans (IEPs) as well as the annual 'Introduction to Meeting Needs' course. In addition, training was organised with Disability Scotland to deliver Disability Inclusion training for pupils with Additional Support Needs (ASN) in PE, as well as training with 'Families Outside' to support pupils whose parents are in prison. Training was also delivered to Support for Learning Assistants on home/school communication with input provided by parents of pupils with additional support needs.
- 218 Future support for professional development in 14/15 will highlight the importance of schools and practitioners drawing upon research based pedagogy to raise attainment.
- 219 The workforce development section has continued to offer support for social care staff in line with the national, local and departmental priorities. Our key focus has been on adding value to culture change through targeted work within Self Directed Support and the Health and Social Care Integration across all partners, which includes council, health and the private and independent sectors. We have developed a valued and engaged workforce which is skilled to empower individuals and influence service reform and improvement.
- 220 We have been committed to developing collaborative approaches with partners to plan, design and deliver the growing development agenda for the department and broader Angus area. This has enabled us to use resources more prudently and build sustainable working relationships for future challenges in relation to the increasing development agenda.

- 221 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 delivered via trained facilitators, 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.
- 222 We have continued to invest in our internal social work trainees through the Open University BA (Hons) Social Work qualification. This has been a significant achievement which belongs to both the candidate and the department as a whole, in testimony to the partnership approach adopted to support traineeship development.
- 223 We are investing in our workforce by continuing to support and develop staff knowledge in working with people with dementia. This is in line with the Standards of Care for Dementia in Scotland and the Promoting Excellence framework for staff working with people with dementia, their families and carers
- 224 Further professional learning activity has included:
- Promoting Excellence Dementia Programme (583 staff members have been trained at level 1 – 20 staff are undertaking assessment at level 2 and there are now 29 Dementia Champions with a further 19 currently undertaking the Champion Certificate.
  - 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
  - New Qualified Social Work Staff Orientation
  - 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
- 225 In line with the corporate leadership development programme which all of our senior officers are enrolled in, we have also developed:
- a leadership/management self-assessment tool
  - a mentoring strategy
  - bespoke team building and change management development events
- 226 Further to this work the workforce development and educational development service teams have been engaged with supporting all staff teams and individuals through the significant and sustained change agenda facing the Directorate.

## Estate Management

227 During 2013/14 work continued to improve and enhance the People Directorate Estate. These include: -

- Replacement of Brechin High School. This project has a value of £26m, and enabling works commenced on site during March 2014. This will be followed by the full construction works in two phases. Phase 1 including the provision of the new campus building, is anticipated to be available by the end of 2015. 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.
- Replacement of Forfar Academy. The design of the £39m project has commenced. This project will include replacing the existing swimming pool and leisure facilities as part of a community campus approach at the existing Forfar Academy site. It is anticipated that the initial phase of construction works for the new building will commence towards the end of 2014, with a build period of around 24 months. 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.
- Replacement of Timmergreens Primary and Warddykes Primary Schools on the existing school sites. Procurement arrangements have been progressed to deliver these two new build projects during 2016.
- Replacement of Kinnaird Street, Children's Unit. Design and procurement work were completed during 203/14. Work commenced in early 2014/15 and is due for completion in March 2015.

228 As well as these major programmes the following smaller projects were completed: -

Table 35

<b>Building</b>	<b>Project</b>
Monifieth High School	Recover Roof and Refurbish Art Department
Hayshead Primary School	ASN Works
Friockheim Primary School	Upgrade Toilets
Grange Primary School	Upgrade Toilets Phase 2
Murroes Primary School	Alteration works for P1 classroom
Seaview Primary School	Acoustic Works
Ferryden Primary School	Upgrade Infant Toilets
Lochside Primary School	Upgrade Toilets Phase 2
Newtyle Primary School	Heating Works
Southmuir Primary School	ASN Works in Pre-School
Lochlands Adult Resource Centre	Upgrade sensory and related areas
Lilybank Adult Resource Centre	Upgrade sensory and related areas
Rosehill Adult Resource Centre	Upgrade sensory and related areas

229 During the year work was carried out in relation to the Council's office accommodation strategy which has resulted in the lease being given up on Castle Street Office, Forfar and Strang Street Office, Forfar, being declared surplus.

230 We shall be developing a People Directorate Asset Management Strategy which will inform our long term investment planning.

## HOW GOOD WAS OUR LEADERSHIP?

- 231 This section of the report highlights some examples of how well our services were led, including the leadership of change and improvement.
- 232 This has been a year of major change in terms of leadership of education and social work services which has arisen as part of the wider Council re-structure into the three Directorates - People, Communities and Resources. All services from education and social work have been integrated into the new services within the People Directorate.
- 233 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.
- 234 This Extended Leadership Team has begun engaging managers across the services we provide in developing a strategy for change in the People Directorate. At a recent series of consultative events using the Three Horizons methodology - <http://www.internationalfuturesforum.com/three-horizons> - managers were invited to contribute to the shaping our collective ambitions for the Directorate and to think innovatively and creatively about how these might be realised. The output from these consultative events will set the direction and tone for the new three year Directorate Improvement Plan 2015/16 – 2017/18.
- 235 The Senior Leadership Team has also started to provide monthly opportunities for staff across the People Directorate to engage with senior leaders about developments within the Directorate.

### Planning and Reporting

- 236 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

- 237 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?**

238 The People Directorate is very well placed to continue to provide quality services to the children, young people and adults of Angus. The restructuring exercise has been completed providing clarity of function and roles within the four service streams of the Directorate. This is an exciting opportunity to do things differently and better in a time of unprecedented financial challenge. The integration of teams and services within the Directorate will enhance our capacity to maintain and improve service delivery in the future. Staff across both social work and education services are highly aware of the need to promote greater collegiality and integration as we strive to improve performance and provision of services in all areas of our services to people.