

Angus Council

People Directorate



Annual Report

2012-2013

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FOREWORD



Welcome to the People Directorate's annual performance report for 2012/2013. I am delighted to be the new Strategic Director of Services to People in Angus. During my first year in post, it has been a pleasure to meet so many of our hard working staff across a range of settings throughout Angus.

Local authorities are required to publish an education Standards and Quality report and a Chief Social Work Officer's report annually.

As we move towards a cohesive, streamlined People Directorate, I have decided to combine both of these reports into one integrated performance report which satisfies the requirements of The Standards in Scotland's Schools Act 2000 and the Local Government (Scotland) Act 1994. 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.

Throughout 2012/2013, 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 2011-2014.

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.

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
- Quality reviews undertaken by Quality Improvement Officers supported by peer Headteachers
- Care Inspectorate inspections
- Attainment in SQA examinations
- Establishment Standards and Quality Reports and Improvement Plans
- Information gathered through regular visits to establishments by Quality Improvement Officers and members of the Directorate.

Throughout the year we have continued to:

- implement Curriculum for Excellence successfully;
- improve levels of attainment and achievement in 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 own homes and communities

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



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, including the promotion of values and standards and in the provision of professional leadership. As the newly appointed CSWO, I am pleased to endorse this annual evaluation report which incorporates all of the elements on which I am required to report.

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.

How well have we met the needs of our stakeholders?

The key way that social work ensures 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.

I am particularly pleased to note that the report reflects Angus Council's role in corporate parenting. We have ensured that good services are in place for young people leaving care. In addition, we have increased the number of approved foster carers and recognised the important role that foster carers play in the lives of children and young people.

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. In addition there are also established arrangements for the management and supervision of high risk offenders in the community. These arrangements have been the subject of separate reports to members over the course of the past year.

How good was the delivery of our services?

I specifically want to acknowledge the high quality of social work services that we deliver across Angus. This is recognised, particularly, through the consistently high evaluations that our registered services receive from the Care Inspectorate.

How good was our management?

Throughout 2012 – 13 we have been reviewing our approach to service delivery to improve the consistency of how we perform across all areas. We have delivered a programme of professional learning that has maintained and enhanced the skills of our staff. In Angus we have had a good track record in ensuring staff are appropriately registered with the SSSC, facilitating access to appropriate SVQ training which facilitates registration and in providing practice learning experiences for Social Work students.

How good was our leadership?

Professional leadership and accountability has been promoted within individual service areas and through the provision of detailed accurate and up-to-date staff guidance and operational instructions.

What is our capacity for improvement?

Our work enables vulnerable citizens to gain independence, to be safe and to be cared for, and it contributes to the overall safety and well-being of our communities. Based on the good work that is described throughout this report and the moves to fully integrate our services – within the People directorate for children and young people and as part of the national

health and social care integration agenda, I am confident that we are well placed to continue to improve our services for the people of Angus.

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

CONTEXT

Angus is a predominantly rural county located on Scotland's east coast. This area encapsulates the natural beauty of Scotland from the magnificent Angus Glens and fertile Strathmore to the rugged North Sea coastline.

The burghs and surrounding rural areas of Monifieth, Carnoustie, Arbroath, Montrose, Forfar, Brechin and Kirriemuir are served by Angus Council. The unitary authority provides the local services and infrastructure for the 100,000 citizens of Angus. Working with an annual combined revenue and capital budget of over £300 million, the Council makes a valuable contribution to the local economy employing around 5,500 staff to deliver over 100 distinct services to the people of Angus.

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 new services within the People Directorate. These are:

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

Schools and Learning

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).

Work within this service focuses on:

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

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

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.

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

- Supporting early learning and care
- Supporting children and families
- Extended support services for 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
- Psychology services

Adult Services

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.

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.

This service takes account of:

- 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

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

WHAT KEY OUTCOMES HAVE WE ACHIEVED?

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

The Directorate is committed to ensuring that we get it right for all children and young people. Staff across establishments have worked 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.

Early Years

In 2012/13, 1153 three year olds and 1289 four year olds had access to high quality pre-school provision through nursery classes and partnership providers in Angus.

	June 2012		June 2013	
	Pre-school	Ante-Pre	Pre-school	Ante-Pre
Local Authority	1060	586	1068	585
Partners	226	571	221	568
Total	1286	1157	1289	1153

Four pre-school classes attached to primary schools and three partner establishments were inspected by inspectors from Education Scotland, formerly HM Inspectorate. An overall evaluation of very good was achieved by six of these establishments with one rated overall as good.

Care Commission inspections were carried out in nineteen pre-school classes attached to primary schools. Twenty four partner establishments were also inspected. Twenty two of these were inspected using all four quality indicators whilst two were inspected using only the indicator related to Quality of Care and Support.

2012/2013	Excellent	Very good	Good	Satisfactory	Weak	Unsatisfactory
Local authority	1	15	2	0	1	0
Partners	0	13	6	3	0	0

School Inspections

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 these 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 2012/13, inspection reports were published for four primary schools and one secondary school. All five of these schools received positive inspection reports.

Attainment in Primary Schools

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.

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. Primary 7 assessments have only been introduced in the past two years. The following tables show the scores for Angus over the past five years for primary 1, 3 and 5 and the past two years for primary 7.

Primary 1

Year	Maths	Reading
2008/09	51	52
2009/10	51	50
2010/11	51	51
2011/12	52	51
2012/13	49	49

Primary 3

Year	Maths	Reading
2008/09	51	51
2009/10	51	51
2010/11	50	50
2011/12	50	50
2012/13	52	50

Primary 5

Year	Maths	Reading
2008/09	51	51
2009/10	50	50
2010/11	51	52
2011/12	50	50
2012/13	50	50

Primary 7

Year	Maths	Reading
2011/12	50	49
2012/13	50	50

Curriculum for Excellence 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

Information relating to achievement of curriculum levels has not been gathered for primary pupils. This information will be gathered for the first time in session 2013/14 and reported on annually thereafter.



Attainment in Secondary Schools

Pupils in the senior stages of secondary schools (S4, S5 and S6) are assessed annually as part of the diet of examinations provided by the Scottish Qualification Authority (SQA). The performance of each school is analysed by senior staff and the Quality Improvement team and focused plans are developed to ensure attainment is raised in all schools.

Each year we compare ourselves 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 are the five local authorities which make up our comparator group.

Attainment	2010/11			2011/12			2012/13		
	Angus	Comparators	National	Angus	Comparators	National	Angus	Comparators	National
% of pupils achieving:									
5+ Level 3 by the end of S4	93	93	93	95	94	94	96	95	95
5+ Level 4 by the end of S4	78	82	79	79	83	80	79	85	82
5+ Level 5 by the end of S4	33	39	36	34	40	37	35	44	39
3+ Level 6 by the end of S5	25	27	26	24	28	27	25	30	29
5+ Level 6 by the end of S5	10	12	12	11	12	12	11	13	14
1+ Level 7 by the end of S6	16	17	16	17	17	16	16	18	17

From 2011 to 2013, the proportion of young people in Angus schools achieving 5 or more awards at SCQF level 3 or better has risen. Pleasingly, in 2013 this is above both the national and comparator authority averages. Over the same period, the proportion achieving 5 or more awards at SCQF levels 4 and 5 has also increased. Both these measures however, remain below national and comparator authority averages. Although the proportion of pupils achieving awards in all but one of the key measures has risen, the rate of increase has not progressed significantly. Consequently, all of the S5 and S6 key measures remain below national and comparator authority averages. Raising attainment across all measures will remain a key priority in the coming years.

New national qualifications have been introduced in all schools to replace Standard Grade and Intermediate qualifications. A revised Higher Grade qualification will be introduced in session 2014/15. The reporting of achievement in relation to qualifications will change in 2015. Schools will be measured against their potential or virtual comparator schools as opposed to schools of similar socio-economic status. Performance indicators which will be used will be broader in nature than those captured at present by SQA.

Opportunities for All

16+ Learning Choices in Angus is a commitment to offer all young people leaving schools a high quality opportunity to continue their learning. This means that any school leaver who does not already have a confirmed offer of a place in further education, employment or training, is entitled to help and support to get them into a positive destination. This is also available to those leaving college, a national training programme or employment up to the age of 20. This support is provided through a personalised learning opportunity known as an

'Activity Agreement'. Key workers support individuals to develop a progressive and flexible learning plan built around the needs of the young person. Activity agreements are provided with a range of partners in Angus.

School leaver's destinations return (SLDR 2011/2012)		
Destination	Initial	Follow Up
Total number of leavers	1133	1128
% of pupils in :		
Higher Education	34.5	34.4
Further education	35.5	32.8
Training	2.5	2.6
Employment	19.2	21.7
Volunteering	0.6	0.6
Activity Agreement	1.1	0.9
Unemployed – seeking employment	4.9	5.9
Unemployed - not seeking employment	0.8	1.2
Positive destination	93.5	93.0
Other	6.5	7.0

The above information has confirmed the very positive outcomes for almost all of the 1,133 young people in Angus who left school in summer 2012. Overall, the proportion entering a positive destination has increased to 93%, a rise of 4% over the already good results in 2011, and considerably better than the Scottish (90%) and comparator authority group (90%) averages.

Almost all Angus schools saw an increase in the proportion of school leavers entering a positive destination. Pleasingly, the number of young people who chose to continue their learning at university or college has accounted for more than 70% of all leavers, well above the national figure.

It is hoped that continued work between schools and other partners to seek to offer all leavers an agreed and confirmed *16+ Learning Choice* as part of *Opportunities for All* in Angus will see this becoming a sustained trend

A *Throughcare and Aftercare Team* has been established since 2004 and is a key partner in achieving *Opportunities for All* in Angus. The function of the team has been to aid the transition for young people leaving the care system to living independently under Section 29 and Section 30 of the Children Scotland Act 1995.

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 NEET (not in education, employment or training).

To improve the life chances of young people by supporting them into education, training or employment remains a challenge; a challenge which is not helped by the current economic climate and the diminishing range of opportunities available.

Child Protection

There has been a significant increase in the number of child protection investigations which have taken place in 2012/13 compared to the previous two years. This has led to an increase in the number of initial child protection case conferences which have been held. These have also led to a significant increase in the number of children on the child protection register. These increases can be attributed to some extent to the success of recent media campaigns to increase public awareness of child protection issues. The launch of the new Angus Child Protection Guidelines within the education service has also led to enhanced knowledge and awareness amongst school staff of related issues.

	2010/2011	2011/2012	2012/2013
Number of investigations	251	259	312
Number of initial child protection case conferences held	76	76	90
Number of children involved	146	134	149
Number of children registered	109	104	132
Number of children de-registered	108	111	97
Number of children on register as at 31 July	66	59	94

Looked After Children

While there has been an overall decrease in the total number of looked after children, it is concerning that the number of children looked after at home by parents and/or relatives and friends has decreased, whilst the number of children looked after by Angus foster carers and in residential schools has increased. The increase in children placed in residential schools is partly because some of the children placed have long term needs and have not yet reached school leaving age and will not be moving on until then, and the complex nature of some of the young people who are accommodated.

Total number of looked after children as at 31.7.13			
Status	2010/11	2011/12	2012/13
At home with parents	52	76	68
At home with relatives / friends	49	40	32
With Angus foster carers	112	103	114
With foster carers purchased by Angus council	15	11	11
Prospective adopters	10	14	11
In other community	0	0	0
Crisis care	0	0	0
Residential school	4	6	11
Other residential	4	2	3
Secure accommodation	1	4	1
Angus residential home	4	3	3
Total	251	259	254

The attainment and achievement of looked after children are a key priority for Angus Council. The attainment of these young people in S4 in Angus schools who sit Scottish Qualifications Authority examinations is monitored and reported on annually.

	2011/12	2012/13
% of Angus pupils attaining		
at least 5 awards at SCQF level 3 and above	61 %	72 %

In 2011/12, 18 young people were looked after at home or away from home and were eligible to sit national qualifications. 11 of these young people achieved awards at SCQF Level 3 or above. In 2012/13, 25 young people were looked after at home or away from home and were eligible to sit national qualifications. 18 of these young people achieved awards at SCQF Level 3 or above. This pleasing rise in attainment for this group of pupils can be attributed to the improved monitoring of progress in schools and the quality of support provided by extended support provision and schools and family support services.

Young people who are looked after by local authorities tend to leave school at younger ages than other young people. Partly because of this, looked after young people tend to have a lower level of educational qualifications and are less likely to go on to positive destinations after school compared to young people who are not looked after. In Angus, we are very pleased to note that we are closing the gap between the attainment of looked after and not looked after young people. The attainment of looked after young people rose by 11% from 61% in 2011/12 to 72% in 2012/13. This reduced the gap between their attainment and that of not looked after young people from 32% in 2011/12 to 23% in 2012/13.

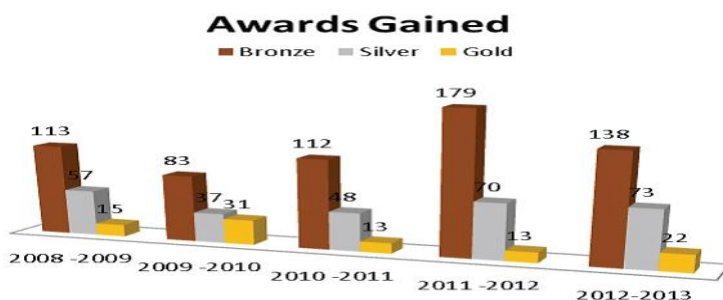
Achievement for All

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.



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

There has been a slight decrease in the number of people achieving gold awards in 2012/13 but this has significantly exceeded the number of awards gained in the three years prior to 2011/12.



There has also been a significant increase in the number of young people achieving Dynamic Youth awards. These wider achievement awards are highly valued by schools and young people and play an important role in helping them to become confident individuals, effective contributors and successful learners.

All Angus schools have continued to be involved in the national Eco-school programme which has supported schools to help develop responsible attitudes amongst children and young people towards the environment, locally, nationally and globally. This has now been extended to include our youngest learners in pre-school establishments.

Eco Status - 2012/13	Pre-School %	Primary School %	Secondary School %
Registered	100	100	100
Bronze	38	77	100
Silver	9.5	79	75
Green Flag	0	49	25

100% of Angus schools have been fully accredited as Health Promoting Schools and have continued to participate in the local triennial re-accreditation programme. There has been a notable improvement in the quality of self evaluation of Health and Wellbeing as an outcome of this accreditation process which has fully supported the implementation of key recommendations from the Angus Health and Wellbeing Curriculum Strategy 2012.

A broader range of Angus pupils are now taking part in extra-curricular sport and physical activity. A recent study by Dundee and Strathclyde Universities published in the British Journal of Sports Medicine suggested that children who are exposed to regular physical activity are more likely to perform better in academic tests and exams. The overall percentage of pupils who attend at least one physical activity/sports after school club over the course of the 2012/13 school year was 44% in the primary sector and 34% in secondary schools. These figures showed a marked increase from the previous session when the figures were 30% (primary) and 28% (secondary).



Chief Social Work Officer Duties

There are a number of specific duties and final decisions in relation to a range of social work matters which must be made by the Chief Social Work Officer (CSWO). In 2012/13, decisions were made by the CSWO to approve the following:

Decisions approved	April 10 to March 11	April 11 to March 12	April 12 to March 13
New Secure Accommodation	2	6	2
New Permanence Orders	9	17	9
New Permanent Carers	2	1	1
New Temporary Carers	4	5	8
New Prospective Adopters	13	4	8
New Respite Carers	5	2	5
Movements in Care	127	136	115

ADULTS

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

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. There has been a slight increase in the number of offenders assessed as at a very high or high risk of sexual violence. There has also been an overall decrease in the number of orders issued to offenders including community service orders, drug treatment and testing orders and restriction of liberty orders. Demand for criminal justice services has increased significantly since the introduction of community payback orders in February 2011. This has resulted in a 76% increase in unpaid work orders and a 158% increase in combined unpaid work orders and supervision orders.

Total number of:	2011/12	2012/13
Offenders assessed as being of very high / high risk of sexual violence	5	7
Probation orders issued *	106	47
Probation orders issued with a condition of unpaid work *	43	20
Community Service orders issued	139	64
Drug Treatment and Testing orders issued	10	9
Restriction of Liberty orders issued	22	12
Supervised Attendance orders issued	127	92
Structured Deferred Sentences passed	194	100
Bail Supervision orders	17	8
Statutory Supervision orders	13	10
Community Payback orders *	4	185

* It should be noted that probation orders were replaced by Community Payback orders in February 2011.

Mental Health

The Mental Health (Care and Treatment) (Scotland) Act 2003 outlines the responsibilities 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.

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

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.

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

Adults with Incapacity

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.

Total number of:	2012/2013
Guardianship applications	42
Active guardianship cases	174
Private guardianships supervised by Angus Council	112
Guardianships held by the Chief Social Work Officer	62

Mental Health Officer waiting time standards have been fully met and this has led to no unnecessary delays for guardianships. 89% of service users with learning disabilities have outcome based support plans in place.

Adult Protection

The Angus Adult Protection Committee is a model of very good practice in partnership working between Police Scotland, Angus Community Health Partnership, Care Inspectorate, Procurator Fiscal, as well as Angus Council and the voluntary sector. This year the focus of work to improve outcomes has centred on identifying and addressing the impact of the following on vulnerable individuals:

- substance misuse
- domestic abuse
- poor mental health

In June 2012 a multi agency screening group was established to consider police adult concern reports. This screening activity has led to a decrease of 49% in the number of reports being converted into referrals. In 2012/13 there were 526 referrals made. This screening activity has also impacted positively on enabling care teams to better focus adult protection inquiries. 79% of all referrals led to an inquiry. Adult protection plans have been put in place within 7 days for every adult at risk following a case conference.

In 2013/13, 56 investigations were carried out. There were 39 initial case conferences, 68 review case conferences and 9 protection orders issued. The number of investigations demonstrates a year on year decrease of 18%. This can be attributed to some extent to the enhanced confidence of staff teams to take protective measures at an early stage so reducing the need for case conferences.



Financial harm has continued to be the most common type for harm suffered by adults at risk in Angus. Specific measures have been put in place to address this issue in a comprehensive way. A partnership protocol has been established with Trading Standards. A formal policy has been developed aimed at preventing financial harm and a vigorous campaign has been launched to raise awareness of financial scams. Close working partnerships with the local business community have been formed. Close working relationships with Police Scotland have been further developed and police have continued to play a major role in adult protection planning.

A joint Choose Life Angus and Dundee (CLAD) steering group was established in 2009 to oversee the development and implementation of a local suicide prevention strategy. In partnership with the University of Dundee, more than 2200 people have been trained in suicide prevention over the past seven years. In 2012/13, CLAD funded the delivery of ten accredited Suicide Prevention courses.

A Suicide Prevention Awareness day was held in September 2013. A very wide range of awareness raising activities were planned and delivered across Angus and included:

- Partnership working with local Football Clubs, Dundee United, Arbroath, Brechin City and Forfar enabled Choose Life volunteers to attend matches to hand out message cards to all supporters. Information was included in match programmes, announcements were made before the game and at half time. Advertising boards were also erected at Arbroath, Brechin and Forfar displaying the "Spill It" message. These are now in place for the next three seasons
- The 'Best Bar None' premises in Angus and Dundee displayed beer mats, posters and other Choose Life resources
- School 'health drop ins' were held which carried a suicide prevention theme
- All health centres displayed Choose Life materials
- Information was displayed on Angus Council's 'facebook' and 'twitter' pages
- Suicide prevention message cards were disseminated by the Community Wardens in Angus
- Tayside Police distributed suicide prevention message cards in custody suites during the week
- NHS Tayside included an awareness message for all staff on their August payslips
- An awareness stand was held on the concourse of Ninewells Hospital for the full week
- ASIST (Applies Suicide Intervention Skills Training) was delivered by Dundee University
- Awareness Raising took place across Angus by placing advertising vinyls using the 'Spill It' and 'Don't Bottle it Up' messages which targeted local companies, groups and establishments such as leisure centres, pubs, golf clubs, bowling clubs and community centres

The Angus Violence against Women Partnership is a multi-agency partnership dedicated to tackling all forms of violence against women. It aspires 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.

A key aspect of the partnership's role has been to co-ordinate the provision of services provided by statutory and voluntary organisations in Angus, to ensure that appropriate support is provided to those affected by violence against women. It has also undertaken work to raise awareness of violence against women in the community and try to prevent it from occurring at all. A joint Communications Strategy was developed in 2012 and has been agreed by partners. It is based on four key principles: the right information to the right people; in the right medium; at the right time.

The purpose of the communications strategy has been to achieve and maintain effective communication both with the public and within the partnership by:-

- Promoting key messages on the remit, aims and objectives of AVAWP
- Raising awareness of AVAWP and its partners and the work being undertaken to tackle all forms of violence against women
- Educating and informing the people of Angus by providing relevant and meaningful information
- Supporting Scottish Government campaigns and VAW related communications activity
- Establishing a clear and recognisable identity or brand both internally and externally

Multi-agency Risk Assessment Conferences (MARAC) were introduced in Angus in 2012. This was a hugely significant development which has helped to ensure that the best possible response is delivered to those experiencing domestic abuse and other forms of gender-based violence. By bringing all agencies together a joint, risk focused, co-ordinated safety plan was drawn up to support victims. At present only high risk cases identified by Tayside Police using a formal risk assessment process can be referred to the MARAC. The MARAC currently meets on a monthly basis and deals with between two and four cases on each occasion. Many cases considered at MARAC have an overlap with child protection services.

A local Steering Group has overseen the introduction of MARAC in Angus. However, it has recently been agreed that a Tayside-wide Steering Group will be established.

In January 2013, a Tayside-wide Training and development event for operational staff involved in MARAC was held in Dundee and was attended by over 50 people. AVAWP was also successful in securing three years of funding (£89,598) from the Scottish Government to establish and operate a MARAC Independent Advocacy Service.

Older People

Performance in community care has continued to improve, with positive developments in shifting the balance of care for older people. With sustained emphasis on our preventative enablement approach, we have continued to improve outcomes for older people. Pleasingly, the number of people who have required no care services following enablement has increased.

As we increase the number of people who are supported to remaining their own home, we have increased proportion of people receiving personal care and the proportions receiving a service during evenings/overnight and at weekends.

% home care clients receiving:	2011/12	2012/13
No care after enablement	54.5	65.4
Personal care	60.4	62.5
Evening/overnight service	15.7	16.2
Weekend service	46.6	47.5

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

% population aged 85 and over	2011/12	2012/13
Supported in care homes	25.6	23.2

In addition, a review of the prevention of admission to hospital scheme has been undertaken as part of our work to promote health and social care integration locality modelling. All of this work has been further supported by the implementation of the Dementia Standards Service Improvement Programme.

Respite services for all adults

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.

Number of overnight respite weeks	2011/12	2012/13
For all adults	1,689	1,917

HOW WELL HAVE WE MET THE NEEDS OF OUR STAKEHOLDERS?

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

A Directorate engagement strategy is currently being prepared. This focuses on working better together with the people who access services and support to achieve positive outcomes. There are some excellent examples of effective engagement taking place across all services to people. The new strategy will give clear guidance on how to engage with individuals, families and communities, to make sure they are involved in making decisions and in planning services. It commits to providing individuals, families and communities with:

- clear, easy-to-understand and consistent information that takes account of the needs of people with physical and learning disabilities, sensory impairment, individuals with literacy problems, people from minority ethnic communities and individuals from hard to reach/vulnerable groups
- regular, clear, easy to understand and consistent information using a wide variety of engagement activities, methods and expertise including a commitment to using plain and simple language

From these commitments we aspire to ensure that:

- all experiences of engagement and involvement encourage individuals to stay engaged and involved are positive
- opportunities to contribute as decisions are made and to influence changes are readily on offer in a systematic and planned way
- information and communication across service are improved
- opportunities for engagement are increased
- public awareness of the work of the People Directorate is enhanced
- improvements arise as a result of listening and engaging
- effective and meaningful involvement and engagement with all stakeholders is achieved

CHILDREN AND YOUNG PEOPLE

Early Years

The 'Just Play – getting it right for our very youngest children' initiative has been successfully implemented in the burgh of Arbroath. This project was funded by a three year grant from the *Scottish Government's CashBack for Communities Fund* and has involved partnership working with Tayside Police. This has enabled targeted support to be provided for very young children with a family history of offending behaviour. Recent successful achievements have included the delivery of a 'Summer Programme' and the establishment of a 'Drop-In' facility and a 'Father's group'. This development has now been successfully extended to include the burghs of Forfar, Montrose, Brechin and Kirriemuir. Just Play practitioners have liaised with the prison service to plan and deliver support for Angus fathers currently imprisoned in Perth. This work has been positively evaluated and demonstrated high impact on both children and families in relation to ensuring inclusive approaches. The funding for this project will finish in March 2014.



Pupil Voice

All educational establishments have continued to involve pupils in evaluating the work of the school through a range of means including questionnaires, focus groups and self-evaluation within lessons. Many schools are now beginning to more fully involve pupils in evaluating the quality of learning and teaching.

All schools have systems in place to ensure pupils are regularly consulted and have a part to play in the decision making processes. Angus secondary schools have begun to use toolkits to further develop this involvement and enhance leadership through learning opportunities. This has impacted very positively on the range of pupil leadership roles in schools and has enabled the remit of Pupil Councils to be extended to include school improvement planning. As a result of this, pupils are better able to work alongside staff to evaluate current practices through well informed discussions which contribute to their development of skills for learning, life and work. These skills are recognised by young people as essential for their successful transitions into positive and sustained destinations beyond school. This collegiate approach within schools is beginning to establish a sound and trusting foundation upon which staff and learners can promote success and address development issues for the future.

Pupils across the authority have an opportunity annually to provide feedback on their experiences through the pupil survey. 516 primary pupils and 1007 secondary pupils completed the latest survey. This demonstrated that almost all primary pupils and most secondary pupils enjoy being at school. The majority of pupils in both sectors reported that teachers were good at letting them know how well they were learning and most pupils in secondary felt that teachers were good at letting them know how their learning could be improved

School Attendance

All schools have continued to adopt rigorous approaches to managing the absence of pupils. This has been enhanced by staff from the School and Family Support service who have provided very good levels of support to parents, pupils and school staff.

School Attendance	2010/11			2011/12			2012/13		
	Angus	Comparators	National	Angus	Comparators	National	Angus	Comparators	National
% rates of attendance									
Primary	95	95	94	95	95	95	95	95	95
Secondary	90	89	88	93	92	91	93	92	92

Primary and secondary schools have successfully maintained their attendance rates on 2012/13.

School Exclusions

School exclusions are managed effectively by all schools and are monitored closely by senior managers within the service. Data is recorded systematically in all schools using the school's management information system and evaluated at regular intervals throughout each school session. This information is now gathered nationally for comparative purposes biennially.

Exclusion levels per 1,000 pupils	2010/2011			2012/2013		
	Angus	Comparators	National	Angus	Comparators	National
Primary	11	15	11	4	14	35
Secondary	49	49	72	35	47	58

The efforts of all school staff to reduce school exclusions have had very positive outcomes in both the primary and secondary sectors. The significant reduction in exclusions in 2012/13 can also be attributed to the excellent partnership working between schools, family support services and the extended support provided for pupils in need.

Anti-Bullying

The authority's Anti-Bullying policy and practice has been commended again this year by Respectme, Scotland's Anti-Bullying Service. They shared Angus practice with other authorities. In particular, positive feedback has been received in relation to our rigorous reporting, recording, monitoring and resolution approaches in complex situations.

ANGUS SECONDARIES – TOTAL NUMBER OF ANTI BULLYING INCIDENTS						
	Verbal	Physical	Cyber	Racial	Other	Total No. of Incidents
2008/2009	160	63	-	10	4	237
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

ANGUS PRIMARIES - TOTAL NUMBER OF ANTI BULLYING INCIDENTS						
	Verbal	Physical	Cyber	Racial	Other	Total No. of Incidents
2008/2009	52	49	-	5	5	111
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

Pleasingly, there has been an overall reduction in reported bullying incidents in 2012-2013. In primary schools there has been a reduction of 9. In secondary schools a reduction of 48. This was the lowest number of incidents in a five year period. During the same period 100% of children and young people on the receiving end of bullying behaviour, felt that adults in school listened to them and 99% felt that those adults responded appropriately. All cases of reported bullying behaviour were either resolved by school staff or by members of the School and Family Support Service.

The reduction in bullying incidents can be attributed to some extent to the roll-out of Restorative Approaches across all schools in Angus. Multi-agency training has been delivered in six clusters and follow-up training in five clusters. Anti-Bullying comes under the auspices of Restorative Approaches. The School and Family Support Service (SFSS) supports school staff with cases of unresolved bullying behaviour. Some very good work has been led by the SFSS to raise awareness of bullying in schools and to support positive resolutions of incidents by working with school staff, parents, children and young people. This year's service self-evaluation exercise indicated 96% of parents who responded agreed that it was the non-judgemental approach of staff which they found most helpful. 100% of respondents agreed that the intervention had a positive impact on their child.

Inclusion

The implementation of 'Getting It Right' (GIRFEC) in Angus has been successfully promoted through the promotion of our multi-agency staged intervention process. Tools such as the 'Guide to SMART Outcomes' have been developed to support practitioners in identifying needs and agreeing measurable outcomes for children and their families through the Child's Plan.

The 'Wellbeing Web' has continued to be used effectively to capture the views of children and their parents/carers within Integrated Assessments. The Wellbeing Web has also been included in the Scottish Government's 'An Establishment Guide to Evaluating Wellbeing'. Earlier this year, the 'Adapted Wellbeing Web' was launched and has been helpful in ascertaining the views of children and young people in Angus who have additional support needs, including barriers in language and communication. Both the Wellbeing Web and the Adapted Web were well received at the recent National GIRFEC Conference in Stirling with many other local authorities seeking to customise and promote use of these tools within their own context.

Following a review of services for children and young people with additional support needs (ASN) in 2011, more targeted support has been provided to those with identified needs supported by ASN staff. This has included both teaching and support staff. ASN staff work within specifically resourced schools or across a geographical area (cluster). In addition, specialist ASN teams led by a Principal Teacher ASN, support children and young people with a range of identified needs, such as Autism Spectrum Disorders, Hearing Impairment, Visual Impairment, English as an Additional Language and Complex Needs.

Over the past year the ASN team have promoted and supported 'Getting It Right' (GIR) in Angus, and as such, training delivered across Angus has led to staff being more familiar and confident with GIR processes and practices. All ASN teachers have participated in Maths Recovery training to help improve the numeracy skills of those pupils they work with. An ICT strategy has been developed for ASN and production of a business plan has meant that there is now clear criteria and guidance on the requirements and appropriate use of ICT for pupils with ASN. ASN services also offer support to families, for example, through the provision of sleep counselling in collaboration with Sleep Scotland.

ASN staff in Angus have collaborated successfully with other services to improve outcomes for children and young people. Principal Teachers have consulted with the Educational Psychology Service (EPS) about the development of procedures for identifying and supporting learners with dyslexia, and this has led to more consistent practice across the Council. Furthermore, Visual Stress Guidelines have been produced in collaboration with EPS and Orthoptists at Ninewells Hospital to ensure more efficient identification and support for children and young people experiencing visual stress. Early feedback relating to an Autism Spectrum Disorder training programme, which was developed in collaboration with colleagues in EPS, has been very positive.

Through and After Care

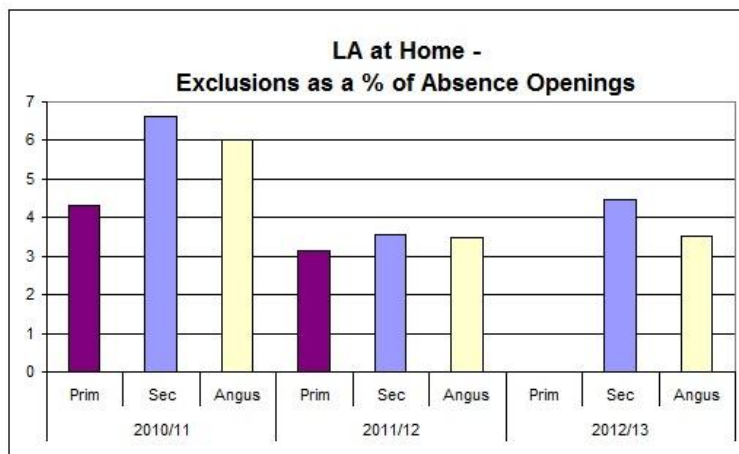
The Through and After Care Team has supported young people by undertaking a holistic assessment/care plan (Pathway Plan) with 100% of open cases having had a care plan put in place.

The number of tenancy breakdowns of those supported by the team has been minimal. Only one secure tenancy has broken down in contrast with the high number of tenancy breakdowns of young people not in receipt of the team's support.

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.

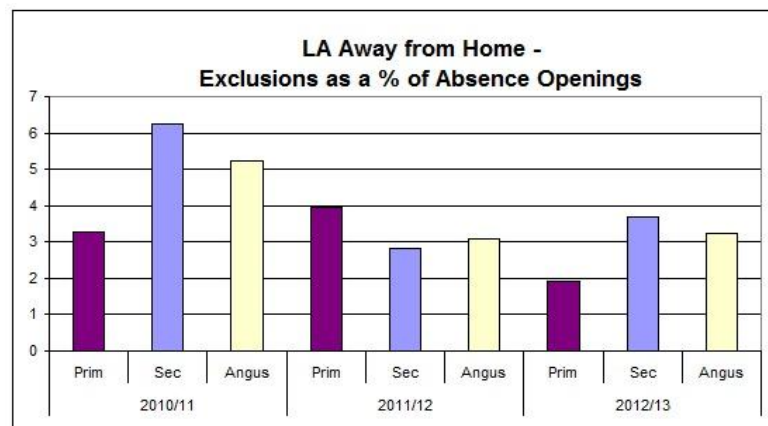
Exit questionnaires have been well utilised to obtain the views of young people to inform future service provision. Feedback received from service users and stakeholders was very positive.

There has been some pleasing outcomes in terms of the levels of exclusions of looked after children as a percentage of all absences.



There has been a significant decrease in the level of exclusions of looked after children attending primary schools. In 2012/13 there were no exclusions of pupils with this group.

The level of exclusions of looked after children away from home within this age group also fell significantly. There has been a slight increase in the levels of exclusions of young people looked after at home and away from home, and this is being closely monitored by schools and support services.



Foster Carers

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 children care services; Children's with Disabilities Team, Through Care and Aftercare and the Kinnaird Street residential setting.

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

The Focus on Fostering project has been concluded and there has been an increase in the number of approved foster carers as a result of this. There has been progress against some of the original objectives, in particular, a high level of assessments underway or in prospect. Publicity and recruitment materials have been improved and a number of carers recruited were able to offer care to children who were otherwise likely to have been placed in residential or independent foster care. Changes to the recruitment process have had a marked impact on the proportion of people who proceed from enquiry to assessment. There has been no immediate increase in the number of permanent carers. However, the project has directly recruited two more permanent carer households who are undergoing assessment and the current numbers awaiting training include a further two households interested in permanence.

Foster carers and staff were asked to share their views on the *Children and Young People Bill* which set out a range of proposals for taking forward ambitions for children's rights and fostering, education and early year's services. As part of the consultation, the Scottish Government sought views on proposals for reforms to foster care, but indicated that any changes could be taken forward using existing legislative powers. Reforms to foster care will not be included in the Bill but responses to these proposals will inform the work of the current Foster Care Review.

The annual foster carers' dinner dance continues to be held and includes Foster Care Awards. These are presented to foster carers for long service, services to fostering recruitment and outstanding services to fostering. This is a strategy aimed at valuing and retaining our foster carers.

Schools and Parents

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). The very good work undertaken by Glamis Primary School Parent Council was recognised at an event held by the Scottish Government in relation to how they have supported children's learning and improved home school partnerships. Every year, the senior management team of the education service meet 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. The SPTC have facilitated training in relation to roles and responsibilities of Parent Councils. These training events have been well attended and positively evaluated by parents.

ADULTS

A comprehensive customer satisfaction survey has been carried out across all services within social work and health. There was a 38% return from the 2,706 surveys issued. 96% of respondents reported that they were either highly satisfied or satisfied with the services they received. Almost all respondents felt that they were treated with courtesy and respect and that staff listened to what they have to say. Pleasingly, almost all respondents reported that they believed the service they were involved in met their needs.

Learning Disability

User and carer involvement within the learning disability service is well planned and organised. In 2012, eighty two service user meetings and twelve carer meetings were held. These were in addition to the fifteen planned consultation events which were planned and delivered. The focus of all consultation and involvement events has mainly focused on choice of support. Particular attention has been paid to how and where support could be provided and involvement in decisions relating to current and future service delivery and facilities. A very successful consultation was undertaken relating to a capital project appraisal involving the upgrade of sensory facilities in the three adult resource centres across Angus, to ensure they were autism friendly environments. Individuals were fully consulted about the required facilities and equipment. The Care Inspectorate also engaged with service users and their families throughout inspections, and positive feedback was received.

HOW GOOD WAS OUR DELIVERY OF SERVICES?

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

The Angus Children's and Learning Partnership has been actively engaged in the Early Years Collaborative (EYC). Along with other local authorities, the partnership has demonstrated commitment to the overarching ambition of the work of the national Early Years Collaborative to improve outcomes and reduce inequalities for all babies, children, mothers, fathers and families across Scotland. Staff across Angus have become increasingly familiar with the methodology used by the EYC and there has been a clear focus on working with individual families to improve aspects of attachment, child development and behaviour.

An Early Years Curriculum Strategy Group was established to develop clear guidance for all schools and to promote greater consistency of expectations and practices across all pre-school settings. Examples of excellent practice in documenting children's learning and providing stimulating learning experiences have been captured in a DVD and shared with all pre-school staff.

The post of Senior Early Years Practitioner (SEYP) as lead practitioner in pre-school classes has become more established. Very effective network meetings have been held between SEYPs, primary school Head Teachers and the Early Years Support team. These meetings have enabled collaborative continuing professional learning activities to be planned and delivered and led to a more consistent approach to service delivery across settings.

Curriculum

Curriculum for Excellence has continued to be embedded in the life and work of all schools. Continuing progress has been made to implement the electronic planning, tracking and profiling tool, 'On Track with Learning' (OTWL), to support staff working with pupils in the broad general education phase of the curriculum. Most schools are using the tool to plan for learning and the pace of implementation has been reviewed in all secondary schools to enable realistic and achievable targets to be identified and met. Use across all schools needs to be further extended to ensure a more consistent approach to include recording of teacher judgements to capture the achievement of all pupils. OTWL has continued to receive very positive national recognition and the development team from Angus and North Lanarkshire was awarded a 'Best Overall Team' award at the national COSLA awards in March 2013.

Pupil learning profiles have been developed for all pupils in P7 and S3 in collaboration with the young people. These have successfully captured pupil achievements at key stages and successfully supported transition into S1 and the senior phase.

All eight secondary schools have agreed and implemented a common approach to timetabling the school day. This has enhanced opportunities for collaboration between schools. Good progress has been made with the development and implementation of S3 courses as part of the broad general education. All schools have well planned programmes in place which fully reflect local guidance. Teaching materials for courses relating to the new national qualifications being introduced in August 2013 have been developed through collaborative working between schools. These will be shared with Education Scotland to ensure all other Scottish schools have access to them.

Good progress has been made in all schools to take forward some of the key recommendations from the Angus Literacy and Numeracy Strategies. Literacy Leaders Network groups have been established and these have enhanced opportunities to cascade good practice and have promoted professional learning within and between the primary and secondary sectors. Assessment and moderation has been very well supported through the implementation of 'Talk into Writing' and 'Information Keys to Literacy'. The comprehensive model of self-evaluation promoted through the Angus Reading School accreditation scheme has received national recognition from the Scottish Book Trust as a model of good practice. There has also been a clear focus on improving moderation and assessment in numeracy through the roll-out of 'First Steps in Number'. Representatives from Angus have been involved with Education Scotland to develop national guidance on assessing progress and achievement in Mathematics. There will be a continuing focus on further improving the use of baseline data and assessment evidence to enhance the quality of professional dialogue in all schools and secure further improvements in outcomes for pupils.



The Creative Learning Team has successfully worked with schools and across departments to deliver a range of activities and programmes to promote better learning. In 2012/13, more than 14,000 creative learning experiences were delivered to children and young people. They have provided professional learning opportunities for teachers and facilitators in art, drama and music. Targeted programmes have been delivered to support children and young people's learning in Literacy and Health and Wellbeing with a clear focus on the development of skills for learning, life and work. Very successful drama programmes to support restorative approaches to anti-bullying and awareness of sexual health, drugs and alcohol issues have been delivered. Creative interventions to support the learning and development of hard to reach children and young people have been enhanced by work undertaken relating to employability. This has included engaging and successful programmes to engage young people in planning for positive destinations beyond school and enhancing future choices and chances.

The Angus Council 'Safe Not Scared' teacher's toolkit was launched following a period of development supported by AVAWP. The aim of the toolkit was to assist teaching staff with the delivery of lessons around the sensitive issue of domestic abuse. The pack is designed to be used at all levels within the Primary and Secondary School curriculum.

The toolkit has helped to support all children and young people in Angus to be more aware of domestic abuse, understand how it affects children and young people and enable them to confidently communicate what they need to do to protect themselves from domestic abuse. All teachers in Angus have easy access to the toolkit and associated resources. AVAWP has supported the White Ribbon Campaign. This is a global campaign to ensure men take more responsibility for reducing the level of violence against women. Brechin High School has been involved in a pilot exercise promoting the campaign amongst staff and pupils with a view to securing a White Ribbon Schools Award. This was the first time that White Ribbon has supported a school in Scotland.

Inclusion

Service delivery in relation to 'Getting it Right' (GIRFEC) has received national recognition as a model of excellent practice. A DVD and Training Pack on the role of the Lead Professional has been developed and shared with Tayside colleagues as well as being delivered in local clusters by multi-agency practitioners.

In partnership with Tayside colleagues, a Tayside Practitioner's Guide to Chronologies has been developed to promote effective and consistent use of chronologies across Tayside.

A recent positive and very productive visit to Angus by Mike Russell (Cabinet Secretary for Education and Lifelong Learning) has demonstrated that Angus is well placed to meet the legislative requirements of the forthcoming Children and Young People's Bill.

Through ongoing monitoring and evaluation of our multi-agency working, we need to continue to evidence that we are Getting It Right for the children and young people of Angus. The Wellbeing Research, planned in collaboration with the Scottish Government and Dartington Social Research Unit, will provide robust data which will enable us to achieve better outcomes for the children and young people of Angus.

Child Protection

Revised Child Protection guidelines have been issued to school staff. Training for all staff has taken place and clear and well understood procedures are in place in all schools. Staff also 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

The successful development of a Supported Lodgings scheme has offered young people an alternative provision when moving on from the care system. The scheme has allowed young people additional time to learn and develop the skills required to live independently in a protected environment. The young people have been matched to providers who will offer the young person a room in their own home for a given period of time and support them in their transition to independence.

A Drop-in service has been further developed. Weekly Drop-in sessions have been held in Arbroath, Brechin, Montrose and Forfar. A social group has met weekly on a Monday evening in Arbroath. A specific Job Club has also been established in Arbroath although a job/training/education opportunities folder is available at all Drop-in sessions.

Inspections of Social Work Registered Services for Children and Young People

All four social work registered services for children and young people were inspected by the Care Inspectorate. All of these services received positive evaluations with three of them receiving ratings of 'very good' for all key indicators.

ADULTS

Criminal Justice

The increased demand for criminal justice services since the introduction of Community Payback orders has led to the establishment of an additional Community Supervisor post in Angus. This has enabled us to meet the increased demand for unpaid work orders.

Opportunities for criminal justice community service activities have increased as a result of a variety of sports-related projects funded by the Scottish Government, CashBack for Communities. This has included improvement works in a number of Angus Country parks, the development of the Angus Bike repair project and the repair and refurbishment of amateur sports facilities in Angus.

Tayside Intensive Support Service (TISS) is a multi-agency project which has been led and co-ordinated by Police Scotland. Key partners include Arrest Referral, Angus Criminal Justice Service, Tayside Council on Alcohol, Tayside Substance Misuse Service and Community Mental Health.

Reducing re-offending has been a key Scottish Government objective and is one of the Community Justice Authority's five key strategic objectives. TISS has presented a unique service, in that it offers an intensive support service to our most persistent offenders. Offenders have been offered the service while in custody, pre-sentence or while on a court order/licence. They have had access to a fieldworker on a daily basis who has supported them with social and welfare difficulties and represented them in difficult situations regarding for example, benefits, housing and rent arrears. They have also been supported to attend appointments with relevant agencies to address their offending behaviour. The aim of this project is to reduce stress and the potential for further offending. The project is still in its early stages but there has been a good level of engagement so far.

Learning Disability

Very good support has been provided by the Learning Disability service to support individuals from the age of 14 and their families to plan the support they need in transition from childhood to adulthood. Work has also been undertaken with the National Development Team to train staff in person centred planning. Some staff have also been trained as person centred planning facilitators. A pathway and suite of person centred tools that record and evidence outcomes has been developed. The suite of tools records, monitors and reviews outcomes for individuals and helps support better delivery of services. Training in the use of these tools and in person centred thinking has been delivered to all staff. The service has also established key outcomes based on the Community Care Outcomes Framework. Work is ongoing to review the Angus Wellbeing Web for use in community care services for adults with learning disabilities.

Positive Pathways, a one year employability course, has been developed in partnership with Angus College. This aims to enhance transferable work skills, increase prospects of employment and provide vocational training for adults with learning disabilities.

There has also been a very successful pilot project undertaken in partnership with Angus College to promote volunteering. 9 adults with learning disabilities took advantage of this and kept individual log books to record their hours and completed self-assessments. All of these individuals have progressed onto sustainable volunteering opportunities in Angus.

A community event supported by Forfar Dramatic Society was held with 12 service users with learning disabilities taking part as actors. Four short plays were performed to raise awareness about personal and home safety. A DVD and calendar were also produced.

Older People

An Angus 'Go for Gold' event was organised by the Angus Falls Service and the Angus Community Health Partnership in partnership with the Angus Dementia Liaison Team, Voluntary Action Angus and community learning and development staff. The event was supported by the national 'Go for Gold' network. The programme has focussed on raising the profile of physical activity in the care sector and increasing levels of physical activity for people living in care settings. In 2013, the programme, supported by 'Generations Working Together' and in line with the Standards of Care for Dementia in Scotland, extended its objectives to promote community engagement and intergenerational practice. This project was funded by a Celebrate Big Lottery grant of £3,301.



Schools and care homes paired up to train for the Angus-wide event. There were 120 participants representing 17 primary schools and 17 care homes. Throughout the school term prior to the event, teams met to practice their activities and design their team banners. Senior sports leaders from Montrose Academy were recruited to help co-ordinate activities. The total number of people who directly benefited from the event was 225. This included 175 team participants from schools and care homes, volunteers and sports leaders. The event involved a number of people working together ranging from age six to ninety-eight. In addition, several local care homes held their own 'mini event' to include as many residents as possible. A DVD of the event was produced.

Post-event evaluation questionnaires were distributed to the care homes who participated in the event for completion by staff. The questionnaire aimed to capture staff awareness of physical activity opportunities in the care home, perceived benefits of physical activity and opportunities for residents to work with children. The questionnaire also asked how confident staff felt about organising physical activities for residents and if they felt another Go for Gold event should be organised. There was a 47% response rate. Of those responses, 100% answered 'yes' to organising another Go for Gold event and 75% said they were 'very confident' about organising physical activities, with 25% stating that they were 'quite confident.' Encouragingly, a wide knowledge of the benefits of physical activity for older people was demonstrated in the evaluations, including statements such as 'prevention of falls', 'keeping fitter for longer', 'improved muscle strength and balance' and 'increased wellbeing and mental state'. A varied range of activity opportunities were listed, from daily exercise and group activities to individual person preferences. One member of staff stated that "since Go for Gold we are getting residents who could not take part involved in the activities individually and in small teams." Interestingly, all questionnaires gave a variety of examples of opportunities for residents to work with children. Commonality was found in the Go for Gold event participation and subsequent links made with schools. One response stated "since Go for Gold the children have come back to visit.

The Kinloch Care Centre in Carnoustie welcomed its new residents in May 2013. This has been an important project for the Council, demonstrating our commitment to providing the highest possible standards in our facilities to support older people within their own communities in Angus. The building has been designed and constructed to reflect the principles of '*Dementia friendly*' design, as promoted through the University of Stirling Dementia Centre Design School. All design features included help to orientate, promote independence, reduce interference and create a comforting environment for all residents. Services included comprise a busy day-care centre, respite wing, residential wing and supported housing providing services to 32 people living on site. More than 100 local older people use the day-care and respite facilities. Furthermore, it has provided a base for social work services supporting hundreds of people in the local area.

Older people services have promoted the Dementia Champion and Dementia Ambassador training in a wide range of settings including home care, residential care and sheltered housing. We now have nine dementia champions and fifteen ambassadors who act as a point of contact for the Scottish Social Services Council and support staff with information and training.



Very good support has been provided to carers. The Carefree Short Breaks project has been enhanced through the recruitment, training and support of additional volunteers. This has led to the increased provision of hours offered to carers. Carer development workers have also been recruited to each locality in Angus to enhance early identification signposting and support for carers through GP practices.

Inspections of Social Work Registered Services for Adults

Fifteen services for adults, registered with social work, were inspected in 2012/13.

The Gables (May 2013)	Angus Council Supported Housing for Older People (October 2012)	Seaton Grove Day Centre (February 2013)	Seaton Grove Care Home (September 2012)
Rosiehill Adult Resource Centre (July 2013)	Provost Johnston Day - Care Centre (August 2013)	Angus Council Personal Care and Community Alarm Service (July 2013)	Lochlands Adult Resource Centre (June 2013)
Lilybank Resource Centre (February 2013)	Angus Council Housing Support Service (February 2013)	Glenloch Centre (July 2013)	Camus House (January 2013)
Beech Hill Day Care (January 2013)	Homelessness Support Service (February 2013)	Angus Council Accommodation with Support Service (Mental Health) Housing Support Service (February 2013)	

All services received positive evaluations for the indicators inspected. All settings were evaluated against indicators related to care and support, staffing and management and leadership. Ten were further evaluated for the quality of the environment provided. We are delighted to note that Provost Johnston Day Care Centre received excellent evaluations for the quality of its environment, the quality of its care and support and the quality of its staffing. Very pleasingly, Seaton Grove Care Home also received excellent evaluations for the quality of its environment and the quality of its care and support.

Indicators/number of services achieving levels	Excellent	Very good	Good	Adequate	Weak	Unsatisfactory
Quality of Care and Support	1	12	2	0	0	0
Quality of Environment	2	6	2	0	0	0
Staffing	1	12	2	0	0	0
Management and leadership	0	9	6	0	0	0

HOW GOOD WAS OUR MANAGEMENT?

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

Financial Management

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

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.

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

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.

Sector	Budget 2012/13 £'000	Outturn 2012/13 £'000
Education Services:		
Nursery	4,460	4,383
Primary	37,919	37,902
Secondary	42,950	42,794
Additional Support Needs (ASN)/ Alternative Provision/ School and Family Support Service/Psychology Service	11,331	11,174
Support for Pupils	5,631	5,601
Technicians	0	0
Community Learning and Development	2,145	2,149
Education Development Service/Early Intervention	2,932	2,819
Departmental Administration	804	804
Forfar/Carnoustie Schools Project	1,967	1,829
Total	110,139	109,455
Ring fenced carry forwards		576
TOTAL	110,139	110,031
Social Work Services:		
Children and Family	13,830	13,973
Older People	31,456	31,429
People with Physical or Sensory Disabilities	2,657	2,689
People with Learning Disabilities	8,791	8,854
People with Mental Health Needs	1,314	1,221
People with Aids/HIV/	34	34
People with Addictions/Substance Misuse	429	441
Criminal Justice Service	108	118
Service Strategy	366	373
Support Services and Management	5,320	5,205
Homelessness	933	893
TOTAL	65,238	65,230

Financial Implications

It is likely financial pressures will continue in 2013/14 and beyond, and the Strategic Director will continue to ensure arrangements are in place to systematically monitor the position.

Devolved School Management (DSM)

Under the Angus scheme of Devolved School Management, schools have been permitted to carry forward up to 10% of their devolved budget. This has provided Head Teachers with an opportunity to plan their expenditure to meet the specific requirements of the school, particularly in the context of the School Improvement Plan and the operational requirements of the school. Within Angus, Head Teachers, with the support from the Education Finance Team, have been extremely proactive in managing budgets and have been encouraged to fully utilise available resources to meet priorities identified within School Improvement Plans.

The DSM carry forward for 2012/13 was £220k compared to £445k at the end of 2011/12. This was a decrease from the previous year of £225k

Professional Learning of Staff

All staff within the People Directorate have an obligation to keep themselves up to date with current best practice through attendance and involvement in professional learning.

We have supported 481 planned professional learning opportunities for teaching and support staff in schools. 2247 staff attended these courses throughout the course of the school session 2012/2013. These courses were linked to our key strategic objectives of improving learning and teaching, 'getting it right' for all children and young people and improving outcomes and performance. We have continued to ensure aspiring/newly appointed Head Teachers have appropriate training through our involvement in the Scottish Qualification for Headship and the implementation of a new induction year training programme for new Head Teachers. Staff in pre-school establishments had the opportunity to attend 44 courses over the course of the year. Of these courses were mandatory annual training sessions related to health and safety. The total uptake for these courses totalled 389 early years' staff.

The workforce development section of the social work service has continued to offer support for staff development 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.

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 reducing resources more prudently and build sustainable working relationships for future challenges in relation to the increasing development agenda.

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.



Further professional learning activity has included:

- New staff induction (manual handling, calm, protecting people, dementia awareness, palliative care, drug & alcohol awareness)
- Health & Safety (food hygiene, infection control, trips and falls)
- Piloting the Manual Handling Passport as a test of change within one of the localities within Health and social Care Integration
- CALM training including restraints, escapes, small holds and de-briefing
- Palliative Care/ACP – partnership with NHS
- Enablement Programme
- Dementia Programme (318 staff members have been trained at level 1)
- Protecting People – awareness programme
- Protection People advanced training – including supporting staff within the Adult Protection Certificate, Council Officer
- Investigative training and CP Risk Assessment and Joint Investigative interviewing training working in partnership with Police Scotland.
- 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

Inline 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

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

A number of improvements have been made in 2012/13.

As part of the Council's best value review of services to older people, there has been a need to transform the accommodation solutions for those with additional support needs who had previously been placed in residential care as opposed to community care settings. The Kinloch Court development in Carnoustie has been completed and is now fully operational and work is ongoing to replicate this onsite care and support model at Kirkriggs Court in Forfar.

A project is currently underway to replace the Kinnaird Young Person's Unit in Arbroath with a purpose built facility.

Improvements made to the school estate have consisted primarily of internal modifications rather than whole scale extensions. Some of these improvements reflect the changes required to meet Curriculum for Excellence Guidance, and also deal with specific pupil stage increase in primary schools. These modifications have included:

- Provision of ASN and pre-school area and nurture room at Hayshead Primary School to promote inclusion and attachment for our youngest learners
- Reconfiguration of P1 and pre-school provision at Murroes Primary School
- Provision of Technology Suite at Arbroath Academy
- Utilisation of new Technology to improve accessibility at Webster's High School
- Support across Council provision for a new base for Outdoor Education
- Reconfiguration of social areas and dining at Lochside Primary School

Other areas such as security, fire safety improvements and an innovative programme related to the installation of new safety measures in schools has been completed during the period within the £965,000 budget allocation.

Preparatory work, including consultation with school communities, has been undertaken in Forfar, Brechin and Arbroath, in relation to planned proposals to improve the school estate. The development of new community campuses in Forfar and Brechin to replace Forfar Academy and Brechin High school, received favourable feedback from staff, pupils and members of the local communities. Plans to improve the Arbroath primary school estate, initially with the replacement of both Timmergreens and Warddykes primary schools, are also being developed.

HOW GOOD WAS OUR LEADERSHIP?

This section of the report highlights some examples of how well our services were led, including the leadership of change and improvement.

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 new Directorates - People, Communities and Resources. All services from education and social work have been integrated into the new services within the People Directorate.

The retirements of the Director of Social Work and the Director of Education took place in March 2013 and a new Strategic Director - Services to People, took up post in April 2013.

Senior education and social work managers have continued to work closely with all establishments and services. They have demonstrated a good level of knowledge of the strengths and needs of their managers and have continued to work with them to secure continuous improvement.

A recent survey of Head Teachers demonstrated that senior managers have shown a high level of commitment improving education services and that the leadership of work undertaken by the department has made a positive difference to the quality of learning and teaching in schools.

Planning and Reporting

Annual improvement plans for both education and social work have been developed and implemented. Key actions included in both improvement plans have been identified from self-evaluation and 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 education and social work committees and have contributed towards the information contained in this report.

Service Reviews

A number of strategic resource reviews have taken place in 2012/13.

A review of services within early years across education, social work and health, was completed in March 2013. This has resulted in a set of key recommendations to streamline services, prevent duplication and enhance the quality of prevention services for our youngest community members. Potential savings of £149,000 were identified.

A staff efficiency review was also undertaken to identify efficiency savings for local government staff working in the primary and secondary sectors. This review identified potential savings of £194,000 for the primary sector and £160,000 for the secondary sector.

Risk Management

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. Both the education and social work improvement plans have detailed risk registers which are monitored at regular intervals over the course of a year.

WHAT IS OUR CAPACITY FOR IMPROVEMENT?

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 will continue to be implemented in the coming year and provide 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. 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.