

Angus Council

Children and Learning Services

Annual Evaluation and Standards & Quality Report 2016-17



CONTENTS

	Page No
Foreword	3
Context	4
What Key Outcomes Have We Achieved?	6
How Well Have We Met The Needs Of Our Stakeholders?	18
How Good Was The Delivery Of Our Services?	25
How Good Was Our Management?	33
How Good Was Our Leadership?	39
What Is Our Capacity For Improvement?	42
Appendix 1: Evaluation Levels	43

Showcases

Examples of interesting and innovative practice are included throughout this report.

FOREWORD

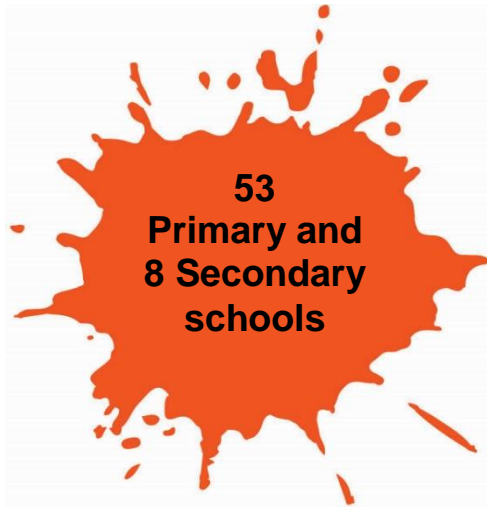


- 1 Welcome to the Children and Learning Services' annual evaluation report for 2016/2017. This is my first evaluation report as Strategic Director People and I would like to acknowledge the leadership and vision provided by my predecessor, Margo Williamson, over the period covered by this report.
- 2 It is with considerable pleasure that I take on my new role and present this report which highlights the outstanding work across Angus to improve outcomes for all our children, young people and families.
- 3 Many examples of our excellent work were displayed this year at our Children and Learning Festival; an Angus Primary School was nominated for a Scottish Education Award; we collaborated in the production of the first ever Tayside Plan for Children, Young People and Families. Our statement of ambition is now established as the cornerstone for our work; we opened new, state of the art buildings; improved attainment and achievement; supported looked after children in homely settings. There were also many examples in every school, cluster or team, where innovation and engagement with local communities or communities of interest provided bespoke and unique opportunities.
- 4 We are establishing a results based culture across the Council and this report outlines our evaluation of our progress. Last Autumn saw the publication of the integrated inspection report for our children's services which was very positive about the improved outcomes we were achieving for our children, young people and families. However, we continue to evaluate our delivery of services and take prompt action to secure identified improvements. We have used the 'How good is our Council?' model to prepare this report. We have assessed the level of our performance against each section. This will help us to focus our improvement efforts in the right areas.
- 5 The context we all work in continues to present opportunities and challenges. In the immediate future, there is no indication that this will change. Financial challenges are the toughest I have experienced in local government. The recently published proposals stemming from the Scottish Government's Governance Review of Education could bring significant changes to the way we deliver and improve the quality of education. Our exciting and innovative Tayside Collaborative approach provides new opportunities to improve outcomes with fewer resources. This approach will build momentum next year.
- 6 The uncertainty that change brings cannot allow us to lose focus on our ambitions: to improve the lives of children, young people and families as best we are able through providing excellent opportunities for our children and young people; supporting families to be strong; and keeping communities safe. On a daily basis I see our staff and partners working together to achieve these goals. Their commitment, creativity, resilience and professionalism is inspirational and at the heart of our capacity to improve.
- 7 I am proud of the progress we are making in meeting the needs and securing improved outcomes for all children, young people and families in Angus.
- 8 As this report demonstrates, we have had a successful 2016/17. However, we are always looking to improve. Where we have identified improvements, these will be included in our improvement plans.
- 9 Local authorities are required to publish an education Standards and Quality report and a Chief Social Work Officer's report annually. This report meets the requirements of the Standards in Scotland's Schools Act (2000) and outlines our progress across Children's Services. A separate assurance report is produced by the Chief Social Work Officer.
- 10 These reports provide reassurance to the public, elected members and staff about the quality of our work.
- 11 I firmly believe that we are well placed to meet the challenges that will face us, and that we will continue to improve our services.

Mark Armstrong, Strategic Director – People Directorate

CONTEXT





WHAT KEY OUTCOMES HAVE WE ACHIEVED?

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

What are our strengths?

- Young people have improved the levels of qualifications gained.
- School leavers' qualification in literacy and numeracy are better than national and virtual comparator (VC)*.
- School leavers from the most disadvantaged backgrounds achieve in line with the national average and comparable local authorities.
- Schools leavers consistently progress to an initial positive destination.
- More children and young people are taking part in extra-curricular sport and physical activity.
- We have reduced the number of looked after and accommodated children.
- We support most children who need to be looked after and accommodated to be in family-based placements.
- We perform well with regard to the successful completion of Community Payback Orders.

What do we need to improve?

- Raise the level of writing skills in primary schools.
- Raise level of numeracy achievement at CFE levels 2 and 3.
- Undertake further targeted interventions to raise attainment.
- Improve consistency in judgements about children's progress through the broad general education.
- Review progression pathways from school to further education.

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

How do we know?

Attainment in Primary Schools

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

Early level Ante pre-school to the end of P1.
First level P2 to the end of P4.
Second level P5 to the end of P7.

- 14 There is a national stretch aim for literacy and numeracy. It is expected that 85% of children and young people in P1, P4, and P7 will achieve expected standards by June 2019. The figures in the table below are based on teachers' professional judgement. This is informed by ongoing evaluation of children's progress and standardised assessments.

Table 1 Achievement of CFE levels in Primary Session 2016/17

Curriculum Component	Early Level	First Level	Second Level
Numeracy	85.6	80.1	78.8
Reading	83.7	81.6	83.9
Writing	81.2	76.9	79.1
Listening and talking	87.6	87.1	88.4

- 15 Achievement in numeracy at early level is positive. We will work to improve achievement at first and second levels. Achievement in literacy is consistent across all levels for reading, listening and talking. We will continue work to improve levels of achievement at all levels for writing.
- 16 We will continue to work with primary schools to develop robust systems to track individual pupil, cohort and whole school attainment. This will support child-centred planning.
- 17 Guidance and support will be provided to schools about the introduction of Scottish National Standardised Assessments (SNSAs). These assessments will replace the current assessment tools (PIPS and INCAS) being used in primary schools.

Attainment in Secondary Schools

Broad General Education S1-3

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

Table 2 Achievement of CFE level 3 by the end of S3 in session 2016/17

Curriculum Component	2016/17
Numeracy	94.4%
Reading	95.5%
Writing	94.5%
Listening and talking	96%

- 19 The levels of achievement in the above table are very positive. We will continue to support and challenge schools to use the national benchmarks and the new SNSAs to improve consistent application of teacher professional judgement.

Senior Phase S4-6

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

Table 3 Scottish Qualifications Authority Awards

Measures % of cohort of children and young people achieving	Angus Data 2013-2014	Angus Data 2014-2015	Angus Data 2015-16
5+ Level 3 by the end of S4	90%	88%	90%
5+ Level 4 by the end of S4	84%	83%	85%
5+ Level 5 (i.e. National 5) by the end of S4	34%	37%	38%
1+ Level 6 (i.e. Higher) by the end of S5	49%	56%	52%
3+ Level 6 by the end of S5	26%	33%	33%
5+ Level 6 by the end of S5	11%	14%	16%
1+ Level 6 by end of S6	54%	57%	59%
3+ Level 6 by end of S6	35%	39%	41%
5+ Level 6 by end of S6	23%	25%	27%
1+ Level 7 by the end of S6	16%	18%	20%

- 21 The data in the above table compares the performance of children and young people across Angus in the 2014-16 exam diets. Attainment has improved on almost all measures across S4-S6. Performance is particularly good in:
- achievement in 5 awards at level 5 in S4;
 - improvement in achievement of 5 or more awards at level 6 in S5; and
 - attainment across all S6 measures.
- 22 Our exam results are also assessed using measures within the Local Government Benchmarking Framework (LGBF). This data shows that Angus performs just below the national average.
- 23 Our schools will continue to challenge and stretch our young people to achieve as a high a qualification set as possible during the senior phase.
- 24 We have maintained the recent improvement in the percentage of young people from deprived areas gaining 5 or more awards at SCQF Level 6 or higher by the end of S6. In 2016 this remained at 18% compared with the Scottish median of 15%. Angus is ranked fifth of 32 Councils on this measure.
- 25 We have continued to use the above measures to compare present and past SQA exam performance. We also use a wider range of measures from Insight (the Senior Phase benchmarking tool) to review how well we are improving outcomes for our young people.

Improving Attainment in Literacy and Numeracy

- 26 The tables below show the percentage of Angus school leavers who achieved levels 4 and 5 in literacy and numeracy 2012 – 2016.

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

Year	Angus	Virtual Comparator	National
2012	80.8%	77%	76.7%
2013	84.2%	81.8%	77.9%
2014	85.6%	83.3%	81.2%
2015	89%	86%	85.8%
2016	90.6%	88%	88%

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

Year	Angus	Virtual Comparator	National
2012	50.3%	51.4%	52.2%
2013	57.8%	57.5%	52.5%
2014	60.2%	57.2%	55.3%
2015	59.8%	57.4%	58.6%
2016	65.7%	61.4%	64.2%

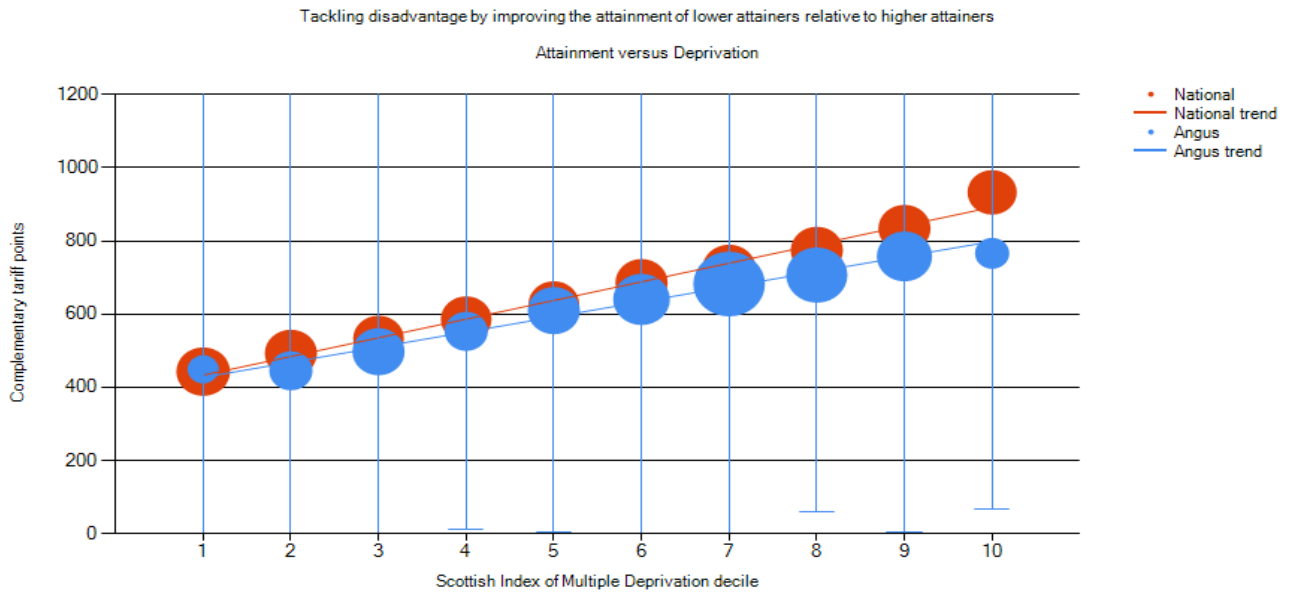
- 27 We consistently outperform the national and virtual comparator attainment in literacy and numeracy at both levels four and five.

Attainment versus Deprivation

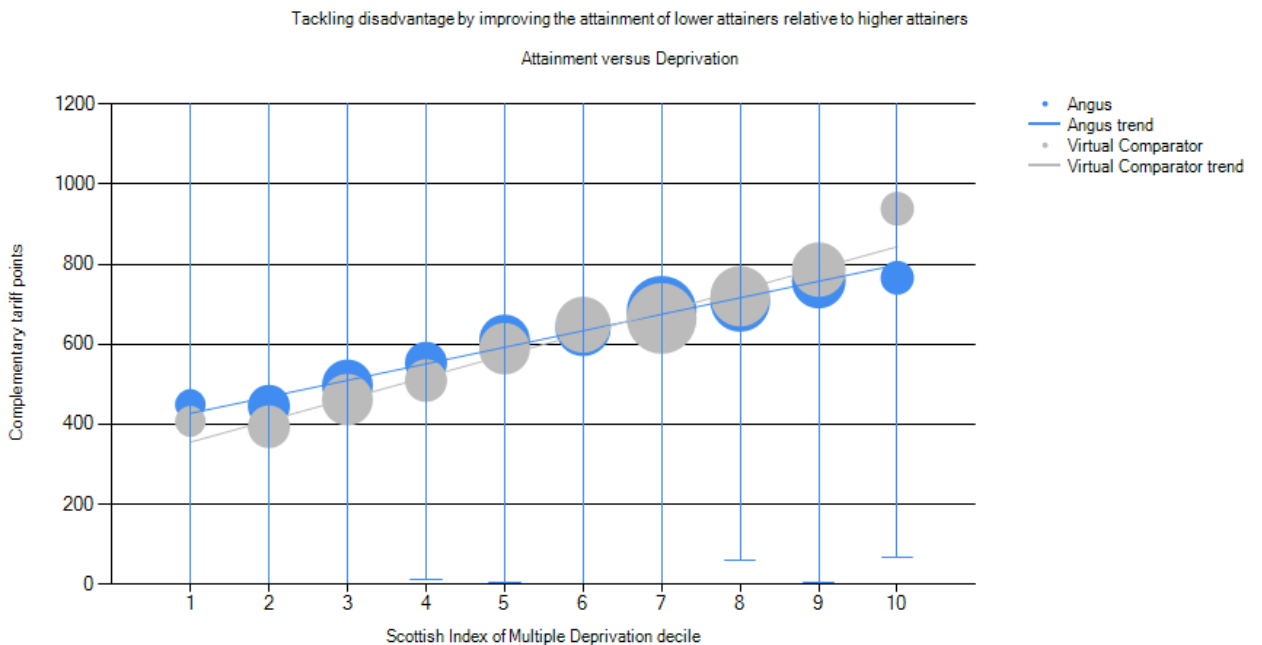
- 28 Attainment is measured using a tariff point scale, which allocates a specified number of points to each qualification. More demanding qualifications gain more points than less demanding ones. The complementary tariff point scale is a refined version of the tariff scale. The complementary tariff point scale uses the tariff points for each learner's latest and best achievements. This allows comparisons to be made across schools and local authorities where learners are presented for different numbers of qualifications in the senior phase.
- 29 The following graphs display attainment for Angus, its virtual comparator and nationally. Attainment is broken down into ten deciles according to Scottish Index of Multiple Deprivation (SIMD) data. Decile 1 refers to post codes within data zones identified as being the 10% most deprived in Scotland. Decile 10 refers to post codes in the top 10% of the most affluent data zones. The size of the circle is an indicator of the group size in each decile.

Average Complementary Tariff Points for Angus Leavers 2016

Graph 1: Attainment v Deprivation (Angus compared to National)



Graph 2: Attainment v Deprivation (Angus compared to VC)



30 Graph 1 shows that our schools are supporting our young people to achieve in line with national for decile 1. Graph 2 indicates our schools are supporting our young people to achieve better than VC across the lower deciles. However, in both graphs, our performance is lower at the highest deciles. Our schools are developing more diverse learning pathways. These will provide improved opportunities for young people to achieve as highly as possible and to enhance skills for learning, life and work.

Increasing post-school participation

Table 6 School leavers achieving an initial positive destination

Year	Angus	Virtual Comparator	National
2012	94.2%	90.2%	90.1%
2013	93.9%	91.7%	91.7%
2014	92.7%	92.5%	92.5%
2015	94.1%	93.2%	93.0%
2016	95.1%	93.5%	93.3%

- 31 Over the last five years the percentage of our leavers achieving an initial positive destination has been better than the national and VC average. This year's percentage is our highest on record. Most of our young people enrol in Further Education (FE) or Higher Education (HE). A greater proportion of our young people move on to FE than is the case for VC or nationally. Our schools are working closely with Dundee and Angus College to ensure progression in learning from school.

Achievement for All

- 32 There are nine Duke of Edinburgh (DofE) Award Units operating in Angus - seven are school units with the remaining two being open units. The achievement rate in Angus over the last three years has been notably higher than the national average. It is also worth noting the collective value from the time invested by our young people and Leaders in voluntary activities. New enrolments in DofE Awards are slightly down this year. There was a modest rise in the percentage of young people from the most deprived SIMD data zones taking up the DofE opportunity in 2016/17. However, most participants are from the least deprived data zones.

Table 7 Achievement Rate for Duke of Edinburgh Awards

Blank	2014-15	2015-16	2016-17	3 Yr. Average	Sector Average
Achievement Rate	61%	59%	75%	64%	49%

Contribution to Local Authority

Value of participants' contributions to their community through the Volunteering section:



5,571 hrs



£22,563*

Value of DofE Leaders' contributions to their community:



37,222 hrs



£372,220**

*Based on national minimum wage multiplied by number of volunteered hours

**Based on average hourly rate for a youth worker multiplied by number of volunteered hours

Showcase example 1

On 27 June 2017, the Earl of Wessex visited Angus as part of the celebrations of 60 years of the Duke of Edinburgh Award Scheme. He attended an exhibition at Brechin Community to celebrate the participation and achievement of young people from across Angus in the DofE Award and to recognise the contribution made by volunteer leaders.



To further support the DofE Award in Angus, funding from the DofE 'Diamond Fund' has been allocated to support a temporary Centre Support Officer post. This will enable further development of the Awards, including recruitment and training of volunteers. There will be a particular focus on engaging those less likely to become involved and extending opportunity to young people affected by the poverty related attainment gap.

- 33 In 2016/17, 972 children and young people received instrumental tuition. 218 children attended bands and orchestras, 121 participated in Band Camps and 50 children participated in the Angus Youth Orchestra. These provided opportunities for our children and young people to hone their performing skills. Music groups operate in all school clusters. Regional events also continue to showcase the achievements of our young musicians in ensembles, orchestras and rock groups.

Showcase Example 2

Arbroath Pipe Band After School Group

During 2016 – 2017 a partnership project started with Arbroath Pipe Band to run a weekly after school group aimed at P4-7 children at Hayshead PS. The children learn to play the Chanter and Drums (snare and tenor drums). This is an inclusive project committed to providing quality tuition in a safe, fun and stimulating environment. Children learn and develop skills in performing traditional Scottish Piping and Drumming music. The children ably demonstrated the skills they had learned when they performed at a Scots Night on 2nd February 2017 at Hayshead.



- 34 During this school session the participation rate of children and young people taking part in extra-curricular activity rose from 51% in 2015/16 to 53% across Angus.
- 35 The number of volunteers helping deliver extra-curricular physical activity and sport remained at 640. The number of young people leading sessions rose from 130 last session to 186 this year. Approximately 11,000 extra-curricular sessions were delivered across primary and secondary schools.
- 36 Angus is involved in a partnership approach with Tayside and Fife to develop school sport competition at secondary schools. For the first time participation in inter-school sport was measured. This included local, regional and national matches and competitions. In 2016/17, 25% of our young people represented their school in sporting competition against other schools.

Showcase Example 3

The **sportscotland** School Sport Award is a National Lottery funded initiative to encourage schools to continuously improve physical education (PE) and school sport opportunities. The Award puts young people at the forefront of the decision making and planning of PE and sport in their school. It helps schools to increase young people's opportunities and engagement in PE & school sport

In November 2016 both Inverkeilor PS and Maisondieu PS were awarded gold status. They join Timmergreens PS in achieving this top level. Another 12 Angus schools have achieved the silver status and 2 have been awarded bronze. All of these schools will be looking to submit a further application in a bid to achieve the gold level in the coming months.



- 37 The well-established Safe Angus event provided home and public safety workshops to all P6 pupils in Angus during September 2016 and May 2017. Police Scotland Youth Volunteers presented 160 individual workshop sessions to 690 pupils. In doing so, they contributed over 220 hours of voluntary time to help keep children safe.

Showcase example 4

Police Scotland Youth Volunteers from Arbroath Academy and Arbroath High School took part in a multi-agency Safe Angus event at Tannadice in May. The Volunteers delivered Internet Safety workshops to the 9 and 10 year olds. They provided practical advice on the use of apps, online security and cyber bullying.



- 38 As part of the Save a Life for Scotland campaign over 500 young people attending Brechin Community Campus were trained in life-saving CPR techniques from emergency care professionals in a single day, June 15th 2017.

Showcase example 5

Pupils from P7 to S6 learned CPR as part of the Save a Life for Scotland campaign. Opportunities were extended to the P7 pupils visiting the school ahead of their move to the High School. Throughout the day trainers were on hand to train teachers, staff, leisure centre staff and centre users, community groups and members of the public.

Under the banner of Save a Life for Scotland, qualified first aid trainers from Angus Council, ANGUSalive, Scottish Fire and Rescue (SFRS), St Andrews First Aid, the British Red Cross, Perth and Kinross Council and the Scottish Ambulance Service were on hand to ensure the best possible skills were taught.

The event will be rolled out across all Angus secondary schools through 2017 and 2018.



Looked After Children

- 39 The number of children looked after and accommodated is reducing in Angus. At the end of March 2017 there were 240 looked after and accommodate children and young people compared to 244 in 2016 and 255 in 2015. The service continues to perform well in reviewing the care of looked after children. Almost all reviews are held within the statutory timescales.
- 40 Almost all looked after and accommodated children in Angus are in family based placements. Our percentage in 2015/16 was 91.2%, which is above the Scottish average of 90.4%. We are ranked 11th out of the 32 Councils in Scotland for this LGBF measure and 2nd when compared with similar Councils.
- 41 There was a slight drop in the percentage of Looked After Children achieving initial positive destinations in 2015/16 (76%) compared with 2014/15 (79%). The Opportunities for All Team are proactive in using Activity Agreements to support young people who have not yet been able to access or sustain a positive destination. The small numbers of care leavers means that performance can vary significantly between years.
- 42 The Angus Fostering Service is working towards reducing the number of children in placements with each foster carer. Evidence suggests that outcomes are improved when there are fewer children in placement. During 2016/17 the average number of children in each family placement dropped from 1.6 to 1.45.

Showcase Example 6

Integrated Chronologies Pilot

The Angus Child Protection Committee (CPC) self-evaluation (2014) and Care Inspectorate Inspection of Integrated Children's Services (2016) highlighted the need for significant improvement in the quality of children's chronologies, both single agency and integrated.

Angus CPC agreed a small-scale pilot for having chronology meetings as part of our staged intervention process.

All staff involved in the pilot strongly agreed or agreed that meeting to integrate chronology information was a valuable use of time. Working in this way highlights patterns in family behaviour to inform assessment and decisions.

Both team managers involved in the pilot considered the meetings to be highly valuable in targeting intervention most appropriately.

The Angus CPC Practice sub-committee will now review the evidence gathered and make recommendations for the future use of this approach.

HOW WELL HAVE WE MET THE NEEDS OF OUR STAKEHOLDERS?

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

What are our strengths?

- Parents have an increased choice of the type of early learning and childcare provision in all localities.
- Parents and carers are more resilient and confident as a result of targeted and early intervention supports.
- We have effective provision to support almost all our children and young people in their local school/ Angus.
- Our responsibilities for corporate parenting are well understood and promoted.
- Active engagement with children, young people and families informs service developments.
- We support the needs of our children, young people and families through well-integrated services.

What do we need to improve?

- Promote consistent use of revised guidance to reduce exclusions from school.
- Work with secondary schools to explore strategies to improve attendance for young people Looked After at Home.
- Build on pilot work to develop family learning.
- Take forward a range of collaborative projects highlighted within the Tayside Plan for Children, Young People and Families.

How do we know?

Early Years

- 44 There is at least one setting in each locality for eligible two-year-old children. Most areas offer three or more options for families.
- 45 Pilot work has taken place to explore how different options for the provision of 600 hours of pre-school learning and childcare might be offered to parents/carers. This has included a 48-week approach; the option in some rural areas to buy additional sessions; and a two-and-a-half day model. A successful pilot shared care model in Carnoustie has been expanded to the Forfar area. We have developed an outdoor/indoor nursery at Inverarity.
- 46 Integrated working is providing effective early intervention supports to parents and carers. Workshops and information sessions with a focus on parenting skills, infant nutrition, family food skills, and budgeting have been delivered across Angus. These engagements with parents/carers are helping to build confidence in seeking help and advice and supporting parents to make informed decisions to promote healthier home environments.

Engagement with School

- 47 During 2016/17 both primary and secondary sectors maintained their good performance in relation to overall attendance rates.
- 48 In primary the attendance rate for all Looked After Children was close to, or in line, with rate for other children and young people. However, in secondary the attendance rate for all Looked After Children was lower than other young people.
- 49 There has been a small drop in exclusions across primary schools in 2016/17 compared with 2015/16. However, there has been a rise in exclusions in secondary schools.

Table 8 Angus School Exclusion Rates

Exclusions levels per 1,000 children and young people	2013/14	2014/15	2015/16	2016/17
Primary	4	3	9	8
Secondary	35	32	32	42

- 50 Rates of exclusion for Looked After Children in primary continue to be low. However, there has been a rise in exclusions for Looked After Children in secondary in 2016/17.
- 51 Our schools are required to make returns with regard to all bullying incidents. There has been a slight rise in the number of incidents in primary this year but this is still the second lowest in recent years.

Table 9 Number of Incidents in Primary Schools by Characteristic*

Year	Racial	Religion/Belief	Sexual Orientation	All others	Total Incidents of bullying
2012/2013	11	0	5	134	150
2013/2014	8	0	0	140	148
2014/2015	7	0	0	27	34
2015/2016	5	0	1	15	21
2016/2017	6	0	2	21	29

Table 10 Number of Incidents in Primary Schools by Behaviours*

Year	Verbal	Physical	Cyber /Online	Other	Total No. of Behaviours
2012/2013	102	40	8	0	150
2013/2014	90	56	2	0	148
2014/2015	20	22	0	8	50
2015/2016	10	12	0	3	25
2016/2017	21	15	0	12	48

- 52 In secondary in 2016/17 there was a further rise in incidents compared with 2014/15 and 2015/16. This may be explained, in part, by better use of the relatively new revised reporting systems. However, we will continue to work with schools to promote a strong anti-bullying ethos.

Table 11 Number of Incidents in Secondary Schools by Characteristic*

Year	Racial	Religion/Belief	Sexual Orientation	All others	Total Incidents of bullying
2012/2013	14	3	7	161	185
2013/2014	17	0	9	125	151
2014/2015	19	1	10	60	90
2015/2016	35	2	9	80	126
2016/2017	40	8	11	80	139

Table 12 Number of Incidents in Secondary Schools by Behaviours*

Year	Verbal	Physical	Cyber /Online	Other	Total No. of Behaviours
2012/2013	120	50	15	0	185
2013/2014	111	25	15	0	151
2014/2015	77	31	3	3	114
2015/2016	116	26	6	6	154
2016/2017	110	41	1	27	179

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

Consultation/ Engagement

53 During 2016/17 the Directorate has actively engaged with children and young people, parents/carers and staff to help shape policy decisions and service developments.

54 For example:

- Angus School Deal

Following wide-ranging consultation the [Angus Schools' Deal](#) has now been agreed and published. The Deal is set out as a charter. It summarises what schools, parents, children and partners can expect of each other.

- Arbroath Schools Project

Most recently public consultation events were held at Muirfield, Ladyloan, Hayshead and St Thomas Primary Schools. Children from these schools made films following their visits to the new Warddykes Primary School as a way of giving their views on the design of their proposed new schools.

- Referral Services review

A service review has been undertaken of our initial response services namely Intake and Child Protection Team. Following extensive consultation a new streamlined approach to the operation of these services will now be taken forward.

- Foster Carer Skills Scheme

The aim of the scheme is to increase the skills of our foster carers and reduce reliance on external fostering agencies. The scheme has recently been reviewed following a series of consultation events with Angus Council foster carers and conversations with children and young people. A new version of the scheme will be introduced from July 2017. The new scheme will better support the development of our foster carer's skills and abilities.

- Additional Support Needs (ASN) Forum

These have been successfully set up in Brechin and Monifieth and will be rolled out across all localities from August 2017.

- Scottish Parent Teacher Council (SPTC) pilot

Six Angus schools have been engaging with the SPTC Partnership programme to promote improved working between school and home. The impact of this pilot work is becoming evident with parents and members of the community playing significantly enhanced roles within the schools.

- Mental Health and Well-Being Strategy

The Education Psychology Service has been consulting with young people about the development of a Mental Health and Well-Being Strategy. The feedback will inform the Tayside Mental Health Strategy, one of the priorities within the Tayside Plan for Children, Young People and Families.

- Rural Parliament

The Scottish Rural Parliament was held at the new Brechin Community Campus in October. Prior to hosting the Parliament, over 100 young people attended a forum event at the campus in September to discuss rural issues. The overall themes that emerged from their discussions informed questions to be raised at the main Rural Parliament event.

- A Parent Council blog and meetings of the Parent Council Representative Forum provide support for on-going consultation.

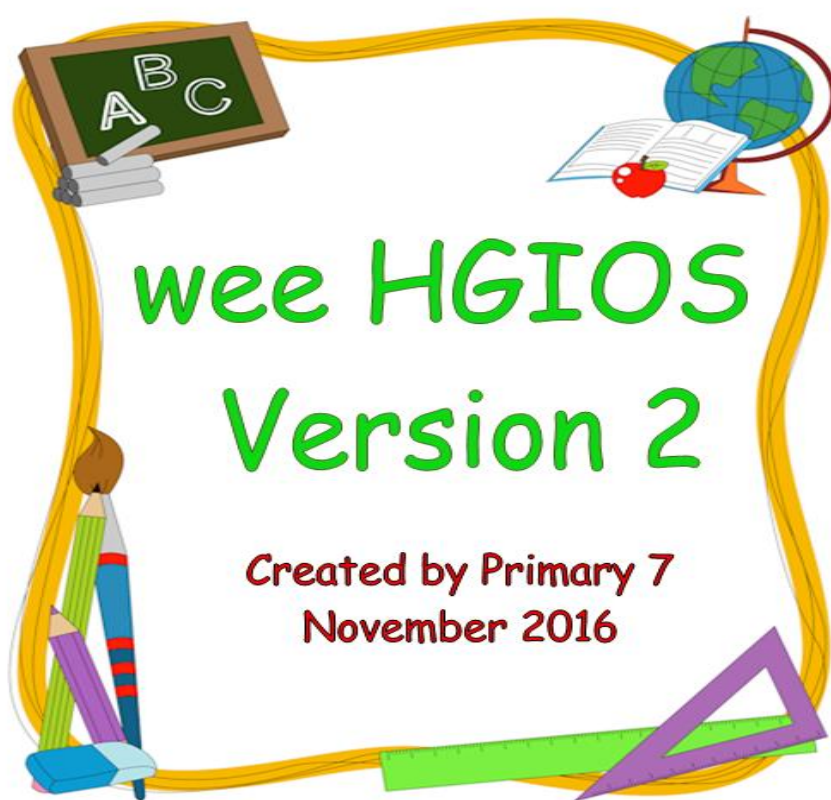
- A [Children and Learning Blog](#) and twitter hash tag has been developed as a means of making better use of social media to communicate developments and share practice across all services in the Directorate.

Showcase Example 7

Several Angus primary schools have been developing the involvement of learners in self-evaluation and improvement planning processes.

Murroes PS has established a learner friendly version of How Good is our School? This is to support children to become more directly involved in self-evaluation and improvement planning for their school.

Seaview PS has worked with the Pupil Council to develop their involvement in the evaluation of learning and teaching across the school. They have put together their own self-evaluation toolkit, How Good is Our Seaview?



Showcase Example 8

During 2016/17 three Thinkery Sessions were organised to support professional discussion across services and with partners. These sessions focussed on key issues that emerged from the Dartington social research project.

The creative conversations at these events were underpinned by the use of case studies of international research.

The issues considered during the sessions were

- How do we ensure our young people are engaged with school
- How do we reduce the early initiation of substance misuse
- Developing our Mental Health Strategy

The outcomes from these discussions have informed the development of the Directorate Improvement Plan and the Tayside Plan for Children, Young People and Families.



Developing the Young Workforce

55 We are working with partners and employers to develop our young workforce.

56 The Angus Works initiative has proved to be very successful and will now be established as an extended work experience programme. During 2016/17, 38 young people were placed across a variety of work environments across the Council.

Showcase Example 9

Angus Works is an extended work experience programme, open to all S4-S6 pupils across Angus. The programme runs for 22 weeks (August – April) and forms part of the pupils' timetables. Each young person is engaged one-day a week within an identified role within Angus Council, supported by a mentor.

All young people who successfully complete the Angus Works programme gain recognition in the form of an 'employer endorsement' outlining tasks undertaken, experience gained and personal attributes and traits shown by the pupils. This provides the young people with a credible reference that can be used by them in future job/college/university applications. In addition all young people engaged with the programme have the opportunity to undertake an accredited Personal Development Unit, delivered and supported by Angus Council's Skills Team.

The feedback from the young people and the host services has been extremely positive.

What have you enjoyed about the programme?

- *Learning about what working in a sports centre was like helped me realise that it's what I want to do.*
- *Meeting new people outside of school in the workplace, having a change in routine, being treated as an employee not just a school pupil coming to spend the day.*
- *Learning skills that cannot only be applied to where I was working but to other areas of work too.*

Do you think participating in Angus Works will help you in the future?

- *I have gained confidence in the work environment, the interview process, is helpful with real interviews for jobs.*
- *Yes, I believe I can use Angus works programme as a reference for future jobs, it has also taught me the professional environment everyone works in.*
- *Gives a good insight into work settings, changes what you thought it was like.*

A short film capturing a snapshot of their experiences can be viewed by the following this [link](#).

HOW GOOD WAS OUR DELIVERY OF SERVICES?

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

What are our strengths?

- Children and Learning delivers statutory services well.
- Working with partners, we provide effective early intervention and support for vulnerable children and young people.
- Getting it Right for Every Child approach is embedded in strategies and plans.
- Consultation mechanisms are well established to support dialogue with vulnerable children and young people.
- Arrangements for on-going self-evaluation and improvement planning are supporting improved outcomes for children and young people.

What do we need to improve?

- Develop increased involvement by parents/carers in self-evaluation and improvement planning.
- Implement and monitor research based early intervention strategies.
- Strengthen arrangements to assess, track and monitor children's progress through Broad General Education.
- Support schools to enhance Senior Phase pathways.

How do we know?

Early Years

- 58 In the period from August 2016 to June 2017 there were 28 Care Inspectorate reports on early learning and childcare settings across Angus. Twelve of these were Angus Council settings and 16 were partner providers. Across all these inspections the evaluations of provision were always good or better with a high proportion of very good and excellent evaluations being awarded.
- 59 Across these settings, the Care Inspectorate noted that children experienced a welcoming and safe environment within which children could learn. Partnerships with families were strong. Staff were knowledgeable and committed in their roles. Managers were committed to self-evaluation and improvement.
- 60 Recommendations that applied across a number of settings related to the need to ensure policies and procedures were updated in line with latest requirements and that children and parents should be more involved in supporting self-evaluation.
- 61 Quality assurance visits have been carried out in all private and voluntary setting using the frameworks How Good is our Early Learning and Childcare. Supported School Review visits have been also carried out across a number of schools with nursery provision.

Quality Assurance

- 62 Education Scotland inspects and reports on the quality of education in schools. During session 2016/17 follow-through reports were published for [Inverbrothock Primary School](#) and [Brechin High School](#).

School Reviews

- 63 Within Angus we provide internal quality assurance through a review process known as Supported School Reviews (SSRs) in Primary and Children and Learning Reviews (CLRs) in Secondary.
- 64 During session 2016/17, four full primary school SSRs were carried out.
- 65 In all schools visited we observed that children were well behaved and that their views were listened to and valued. Children were treated equally and with fairness and respect. Classrooms were well resourced providing an attractive learning environment.
- 66 In most schools visited it was recognised that there was a need to encourage all children to have consistently high expectations of themselves as learners. We also need to develop approaches that encourage resilience and perseverance, such as growth mindset and making the learning visible.
- 67 Every primary school that has an SSR receives a follow through visit after one year to assess progress made against key actions identified in the initial review. During session 2016/17, ten follow-through primary school SSRs were carried out. All schools showed improvement against the key actions that had been agreed at the conclusion of their 2015/16 SSR visits.
- 68 Our new Children and Learning Review model was used for the first time at Carnoustie High School. This model will be used for all secondary review visits next session.

Showcase Example 10

The Children and Learning Review model is an innovative one. It continues to have a strong focus on the quality of education within the school. However, it also seeks to add value by examining the support for young people with their broader needs.

The review team led by the Service Manager Schools and Learning included staff from across Children and Learning services.

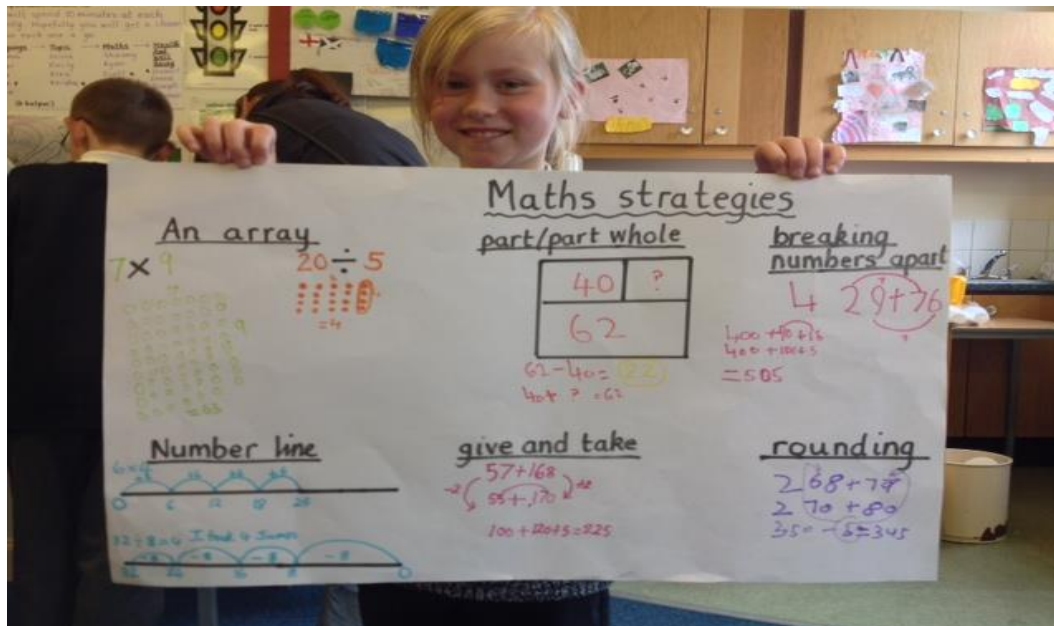
The review model explores the school's evaluation of the impact of its work on improving outcomes for young people and tackling barriers to achievement and progress. The CLR report provides a validation of the school's self-evaluation with close reference to the Education Scotland framework, How Good is our School? (fourth edition).

Curriculum

- 69 A number of our schools have received national recognition for curriculum developments this session. The following showcase examples are particularly noteworthy.

Showcase Example 11

Letham Primary School was a finalist in The Scottish Education Awards for the category Raising Attainment in Numeracy. This level of recognition is the culmination of a 6-year journey for the school. This has seen a move in teaching practice with an emphasis on child centred practice. Children at Letham can confidently explain and discuss a wide range of strategies when faced with numeracy challenges. They are actively encouraged to think deeply and to problem solve. Teaching staff at the school have modelled and fostered a growth mind-set with the children in their classes. As a result children are keen to challenge themselves and each other.



Showcase Example 12

Inverbrothock Primary School introduced Computing Science earlier this year. Teachers recognised the need to give children an opportunity to develop computational thinking skills across the whole curriculum.

After some initial professional learning, the teachers have been learning alongside the children. The video link below gives a flavour of the response from the children to this new way of working. These developments at Inverbrothock were chosen as a [case study](#) by the General Teaching Council of Scotland.

- 70 Our schools continue to implement the national plan for learning modern languages, known as 1+2. Many primary schools have introduced French to their daily classroom routines from P1 and in some cases pre-school classes.

Showcase Example 13

Pre-school children at Isla Primary School regularly visit the P1-P3 Hub Play Area to play French games with P2 and P3 children. This has helped the nursery children to gain in confidence in starting to learn another language. It has also enabled P2 and P3 children to lead learning.

Primary 3 pupils - 'It helps me and reminds me how to do it again'. 'I like it because when we are teaching them I feel happy because they get better'.

Nursery pupils - 'I like it. I'm getting used to new things. I like being with my friends. I learned lots of colours rouge, rose, orange.' 'I like telling the colours.'

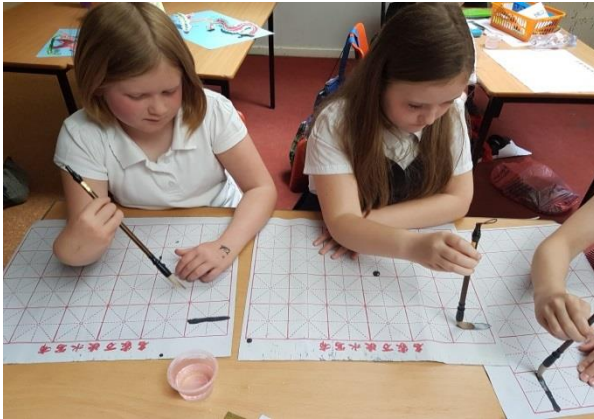


- 71 The opportunity to learn Mandarin as an additional language choice has been enhanced through the establishment of a Confucius Classroom Hub at Carnoustie High School. Burnside Primary School became our primary Confucius Hub in June 2017.

Showcase Example 14

Both Carnoustie High School and Burnside Primary School are provided with a native Mandarin speaking teacher through their involvement with the Confucius Institute. In August 2016, Ms Liú Yan joined Burnside Primary School. Throughout the year, she has visited all Carnoustie cluster primary schools to develop Mandarin language skills and knowledge of Chinese culture. Monikie and Newbigging primary schools embraced this opportunity by developing a whole school topic on China. Pupils have developed a range of skills and are even discovering how far along the Great Wall of China they can walk through taking part in the 'daily mile'.

Use this [link](#) for a snapshot of work.



Inspections of Social Work Services for Children and Young Adults

- 72 During 2016/17, the Care Inspectorate published reports for three social work registered services for children and young people. All services received positive evaluations across the suite of indicators.

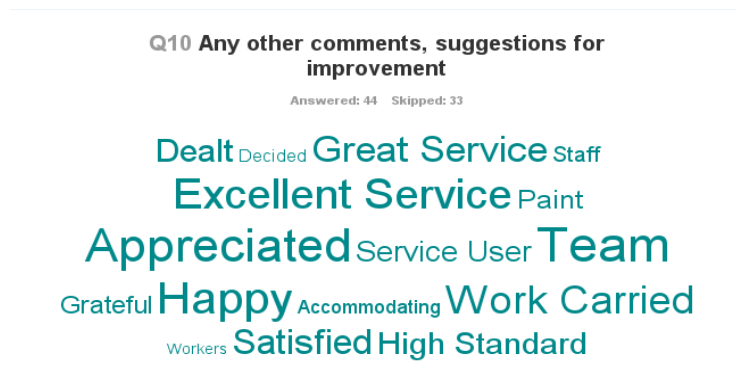
Table 13 Care Inspectorate Gradings 2016/17

Service	Quality of care and support	Quality of environment	Quality of staffing
Adoption Services	Very Good	Not applicable	Very Good
Fostering Service	Very Good	Not applicable	Very Good
Brambles Cottage	Very Good	Very Good	Not applicable

Children and Family and Criminal Justice Services

- 73 The number of children looked after and accommodated is reducing in Angus. At the end of March 2017 there were 240 looked after and accommodate children and young people compared to 244 in 2016 and 255 in 2015. The service continues to perform well in reviewing the care of looked after children with almost all reviews being held within the statutory timescales.
- 74 All child protection referrals were responded to within 24 hours. 98% of children named on the Child Protection Register were visited at home every 2 weeks. Where this did not happen alternative arrangements were made to ensure that the specific children were safe.

- 75 During 2016/17 a review was undertaken of our initial response services and referral processes for responding to circumstances where children may be reported as being at risk. The recommendations from this review will support the streamlining of our referral pathways and for the transfer of cases between social work teams. This will ensure that children receive the support needed without delay.
- 76 In 2016/17, an average of 83% of Community Payback Orders that terminated in Angus resulted in successful completion or early discharge. The Scottish average in 2015/16 was 68%
- 77 The Unpaid Work Team received very positive feedback about their work from Angus residents, schools, church groups, Angus Health and Social Care Partnership, Legion Scotland and various council departments.



Quality Improvement

- 78 The joint inspection of services for children and young people in Angus took place between 16 May 2016 and 24 June 2016. The Care Inspectorate led the inspection.
- 79 The [final inspection report](#) was published on 29 November 2016.
- 80 The report is positive and highlights a range of strengths and good practice examples. The report also identified three areas for improvement and an action plan has been prepared to address these.

Showcase Example 15

Improving outcomes for Babies Affected by Maternal Substance Abuse:

Previously it was considered important that parents had to evidence engagement with agencies and stability in terms of their substance abuse to obtain support.

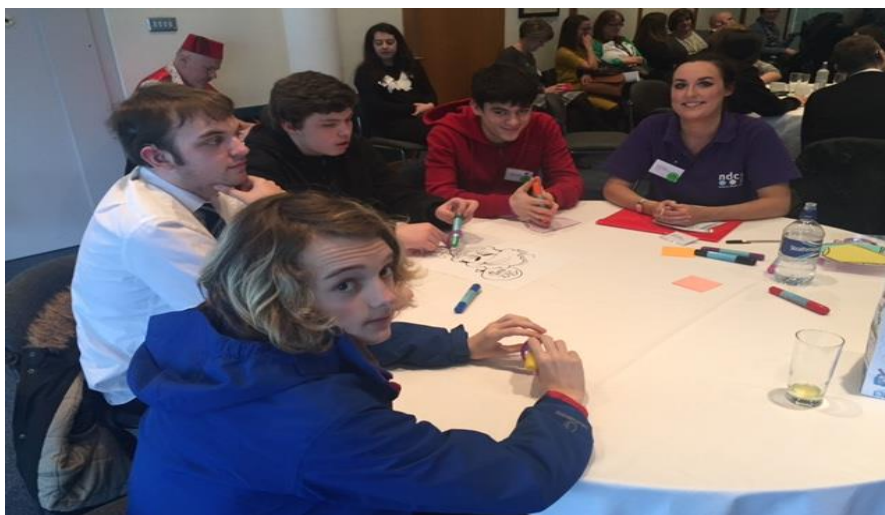
The Children and Family Service working with partner agencies has changed this approach to directly help parents to improve attendance at health appointments in order to improve their own health and that of their unborn child; develop attachments to their baby and significantly improve the engagement and trust of expectant mothers with the relevant services.

The outcomes from this early intervention approach include four babies born at full term; no babies born with neonatal alcohol syndrome; improved attachment; improved parental confidence and parenting skills.

- 81 Clear advice has been provided to schools during this session on quality improvement, development planning and standards and quality reporting in line with the revised expectations within the Standards in Scotland's Schools Act (2000, Amended 2016).
- 82 Service Managers across Children and Learning services have worked more collaboratively to review performance information and progress with actions linked to our priorities. This is supporting more robust self-evaluation of the work of our services.
- 83 As part of the strategy for inter-authority working Angus, Dundee City, Fife and Perth and Kinross Councils carried out pilot exercises with a focus upon promoting high quality learning experiences. Teams of Quality Improvement Officers, Head Teachers and other senior officers - in partnership with Education Scotland - planned evaluative visits to schools across Tayside and Fife.
- 84 This pilot provided a snapshot of the quality of aspects of learning and engagement across 23 schools. The exercise enabled sharing of practice and helped each local authority to identify areas for improvement.

Inclusion

- 85 Our children and young people with social, emotional and behavioural needs are supported in their education through the Additional Support Needs (ASN) service. During 2015/16 an environmental audit was undertaken of resourced schools. As a result multi-sensory resources have been provided for identified schools to better meet the complex needs of individual children. Multi-sensory training has been provided to staff.
- 86 We secured funding to provide on-going support to Armed Services Families. The focus is on improving outcomes for children and young people who may struggle to cope with the many transitions that are part of service life – interrupted learning; varying national curricula; and also bereavement, loss and trauma. The Association of Directors of Education (ADES) commented positively on innovative work being undertaken in Angus.
- 87 A multi-agency team developed ICT/ASN Guidelines, launched in September 2016, to improve learning through ICT for children with ASN.
- 88 The Educational Psychology Service (EPS) has undertaken local research on the impact of precision teaching on raising attainment in numeracy. The study has been accepted for publication on the Education Scotland Hub.
- 89 The first Tayside Deaf Learners Conference took place in March 2017 following collaboration and joint funding by Angus, Dundee and Perth and Kinross. This was a celebration of diversity of deaf learners giving young people the opportunity to network and celebrate success Tayside wide.



90 Consultation mechanisms have been established to encourage dialogue and feedback from minority groups. One example is our cross-council work to establish an Angus wide Lesbian, Gay, Bi-sexual and Transgender group. Support groups have been established at Montrose Academy and the Brechin Community Campus. Montrose Academy has achieved a bronze award in relation to the LGBT+ Charter. The photograph below shows the rainbow flag displayed at Montrose Academy in recognition of having achieving Charter status.



HOW GOOD WAS OUR MANAGEMENT?

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

What are our strengths?

- Established planning cycle is in place.
- The implementation of key national and local priorities is underpinned by clear and sound strategies.
- The Children and Learning Improvement Plan reflects national and local priorities.
- There is effective support for professional learning through wide ranging collaboration and networking.
- We are improving outcomes for children and young people through joint planning with neighbouring local authorities and partner agencies.

What do we need to improve?

- Implement requirements for improvement planning and reporting contained in the Standards in Scotland Schools (2000, Amended 2016) Act.
- Progress development of information management systems to support service delivery.
- Take forward new corporate responsibilities including development of the Council Plan and associated corporate self-evaluation and performance frameworks.

How do we know?

Policy Review and Development

- 92 During 2016/17, we developed a number of significant strategies. These include the School Investment, the Early Years and Digital Strategies.

Planning

- 93 The Children and Learning Improvement Plan (DIP) supports the current Council's priorities and those of the wider Angus Community Planning Partnership.
- 94 Our improvement plan was reviewed and updated in January 2017, based on our self-evaluation.
- 95 Service Managers monitor the implementation of our improvement plan. A set of performance measures has been added to Covalent to support monitoring of progress against key priorities.
- 96 We have strengthened our collaborative working in support of improved outcomes for children and young people. An integrated Tayside Plan for Children, Young People and Families has been submitted to the Scottish Government. This has been recognised as an innovative approach to collaborative working.

Management and Support of Staff

- 97 The Children and Learning Directorate continues to explore creative approaches to recruiting teachers and social workers. The extension of the Council's re-location package to include teachers has had some small-scale positive impact.
- 98 The Directorate has continued to promote our "grow your own" programmes of study in partnership with Dundee and Aberdeen Universities. This offers opportunities for staff working in other areas of the Council to train as teachers or social workers. In addition, we have our own social work graduate recruitment and mentoring scheme.
- 99 All staff across the Directorate engage in annual appraisal or Professional Review and Development meetings. These enable development and training needs to be identified and addressed by line managers. Staff are supported to carry out their responsibilities through regular supervision meetings with their line manager.
- 100 Professionals within Children and Learning services have an obligation to keep themselves up to date with current best practice.

Showcase Example 16

Angus Children and Learning Festival

The Angus Learning Festival was expanded this year to become a showcase and professional learning opportunity for all staff working with children in Angus.

The festival was themed around Getting it Right for Pre-Birth and Early Years; Getting it Right Children and Young People and Getting it Right in to Adulthood.

The festival in Brechin Community Campus provided a wide range of opportunities to share and celebrate the breadth of established and emerging good practice locally. More than 700 people attended the full day festival event.



- 101 The Early Years' Team has continued to support all Early Learning and Childcare settings by providing a range of learning opportunities. This session they have focussed on promoting early literacy skills. The team has established a Wordaware pilot in three settings aimed at building vocabulary. This targeted approach has been used to address the attainment gap by prioritising language development for our youngest learners.
- 102 Locality training has been provided to develop the learning cycle through improved planning, assessment, tracking and monitoring.
- 103 Nurture intervention has been expanded and developed through locality training with guidance and support extended to incorporate provision for two year olds.
- 104 The Educational Psychology Service (EPS) has worked with Angus Active Schools to promote and raise awareness of growth mindset across Angus. Parent Council representatives have also been given an introduction to the techniques being used.
- 105 Disability Inclusion Training was provided for primary and secondary teachers, ASN teachers, primary visiting PE teachers. This involved practical sessions and an e-learning module.
- 106 "A Day in the Life of ..." is an experiential professional learning opportunity for staff to encourage greater understanding of children and young people with ASN. Allied Health Professionals and the ASN service deliver this training. Evaluations from those who participated were extremely positive.
- 107 There has been a focus on raising the profile of the Science, Technology, Engineering and Mathematics (STEM) subjects among all schools.

Showcase Example 17

Scottish Schools Education Research Centre (SSERC) Primary Cluster Programme

Twelve teachers from the Arbroath North, Kirriemuir and Montrose clusters attended a 2-part residential course to be trained as Cluster Primary Science Mentors. Following this training, mentors worked together to plan, deliver and evaluate professional learning in their respective clusters.

The programme aims to increase staff confidence and expertise in delivering science and technology lessons and increase enthusiasm and engagement among learners. Participation in the SSERC programme has led to Angus being one of ten local authorities invited to pilot the national Raising Aspiration in Science Education programme. The model will continue to be developed next session with support from the Primary Science Teaching Trust.



Showcase Example 18

Primary Engineer Programme: Arbroath West Cluster

Eleven primary and four secondary teachers have attended training delivered by Primary Engineer, a not-for-profit organisation aimed at encouraging young people to consider STEM related careers.

The Arbroath West cluster pilot has focused on P7-S1 transition. P7 pupils worked in pairs to design, build and test battery-powered vehicles. Class teachers, visiting engineers and staff from Arbroath High School, supported the young people.

Evaluation will measure the extent to which children's perceptions of engineers and engineering have been influenced by participating in this project.



- 108 The Angus Child and Angus Adult Protection Committees have provided good quality multi-agency training.
- 109 Social Work Team Managers and staff have undertaken focussed training on assessment and risk and report writing to support consistency of practice.
- 110 There is ongoing investment in the development of staff skills across the Directorate in specialised tools and programmes, for example Graded Care Profile and Safe and Together. These will enable staff to better recognise and respond to situations where children are at risk through neglect or domestic abuse.

Information Management

- 111 The Performance Information Team has developed indicators to measure the delivery of priorities in the Directorate Improvement Plan.
- 112 The Information Governance Group has provided clear guidance about retention schedules, file structures and file sharing protocols.
- 113 All staff are required to undertake Data Protection and Handling Information Correctly e-learning. When data breaches occur or deadlines for Freedom of Information requests are not met then these are reported, investigated and remedial action taken.

Financial Management

- 114 The Senior Leadership Team monitor budgets closely as a regular part of the SLT reporting calendar.
- 115 Members of SLT led a series of open briefings across localities to explain the current budget spend and challenges; and to involve staff in discussions about setting future budget priorities.
- 116 A programme of service reviews is exploring opportunities for savings and efficiency.
- 117 Spending on some of our services is benchmarked across Scotland. Details can be found at this [link](#).

Estate Management

- 118 We are developing a school investment strategy setting out a long-term framework for improving the school estate. This will ensure that the educational needs of all our children and young people are met and that we make the best use of the resources available.
- 119 We have improved and enhanced the school estate.
 - Forfar Community Campus opened in February 2017. This project includes the replacement for Forfar Academy; enhanced community leisure facilities; a performance space; and accommodation for adult learning and youth activities.
 - New primary schools at Timmergreens and Warddykes in Arbroath opened in August 2016.
 - Timmergreens PS was highly commended in the Rod MacFarlane Award. This recognises buildings or facilities that demonstrate positive efforts to include of people with disabilities.
 - Consultation and procurement procedures are progressing for new buildings for Ladyloan and Muirfield Primary Schools.
 - We are consulting on a proposal for a shared campus that would include Hayshead and St Thomas Primary Schools.
 - Bramble Cottage was shortlisted for an international award for excellence in the design of spaces for children and young people (Children in Scotland – Making Space 2016).

Forfar Campus



HOW GOOD WAS OUR LEADERSHIP?

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

What are our strengths?

- Clear and well-understood vision and values as set out in the Children & Learning Statement of Ambition.
- Direct and clear links between vision and values and strategic planning.
- Improved monitoring and tracking of progress of improvement actions.
- High quality of committee reporting to Elected Members.

What do we need to improve?

- Strengthen our role in supporting leadership of corporate priorities.
- Further develop strategic collaborative working with neighbouring local authorities with regard to the delivery of services for children and young people Pan-Tayside.

How do we know?

Vision, Values and aims

121 There is now well-established understanding of, and commitment to, the Children and Learning Statement of Ambition. The Statement of Ambition is based on four commitments that underpin and inform our work. The four commitments are:

- Commitment to the young people of Angus
- Commitment to improve
- Commitment to staff
- Commitment to values

122 Improvement Plans are based on this statement and the statement is the key reference point for the decisions we make.

Leadership and Direction

123 During 2016/17 we revised our Directorate Improvement Plan to reflect progress achieved on key actions and new areas for improvement. We have refined the performance indicators we use to assess progress and impact.

124 Service Managers have taken a stronger lead in planning for monitoring and evaluation of progress with key priorities. Consequently, there is increased collective ownership of improvement priorities.

125 A tightly planned schedule for the preparation of committee reports and peer review of draft reports has ensured that Elected Members are provided with good quality reports.

126 Each business unit has considered how efficiencies in the delivery of services can be achieved. We have identified a range of areas for service review.

127 Children and Learning has played a prominent role in supporting strategic planning for extended collaborative approaches to the delivery of services for children, young people and families across Tayside.

Showcase example 19

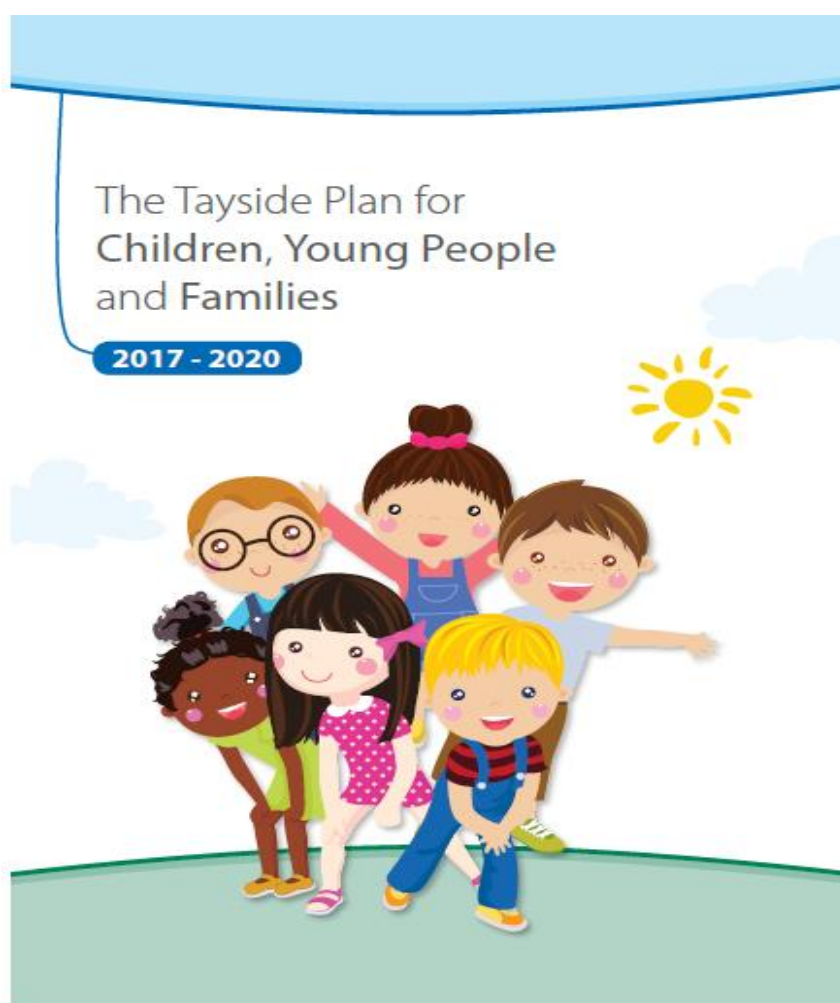
[Tayside Plan for Children, Young People and Families 2017-2020](#)

The plan is the first joint plan to be produced across Community Planning areas in Scotland.

Scottish Government supported the proposal to develop a Tayside Plan and they allocated civil servant support to aid the development of the plan.

The plan sets out the joint vision and priorities of each partner local authority, NHS Tayside and other local and national partners.

The plan is a significant commitment to work across boundaries both professionally and geographically to improve outcomes for children, young people and families through a focus on prevention and early intervention.



WHAT IS OUR CAPACITY FOR IMPROVEMENT?

- 128 We are confident our services are improving and can improve further.
- 129 We have improved educational attainment. We have improved outcomes for our more vulnerable children and young people. But, we need to ensure that every child has the same opportunity to succeed.
- 130 We can strengthen our self-evaluation through collaboration and improved use of performance data.
- 131 We have established clear goals and expectations for strategic and operational planning. We need to improve connections across the Council to improve outcomes for children, young people and families.

Appendix 1: Evaluation of Performance

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

Table 14

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

Table 15 – Summary of evaluation levels for 2016-17

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