

PEOPLE

Annual Performance Report

2013/2014

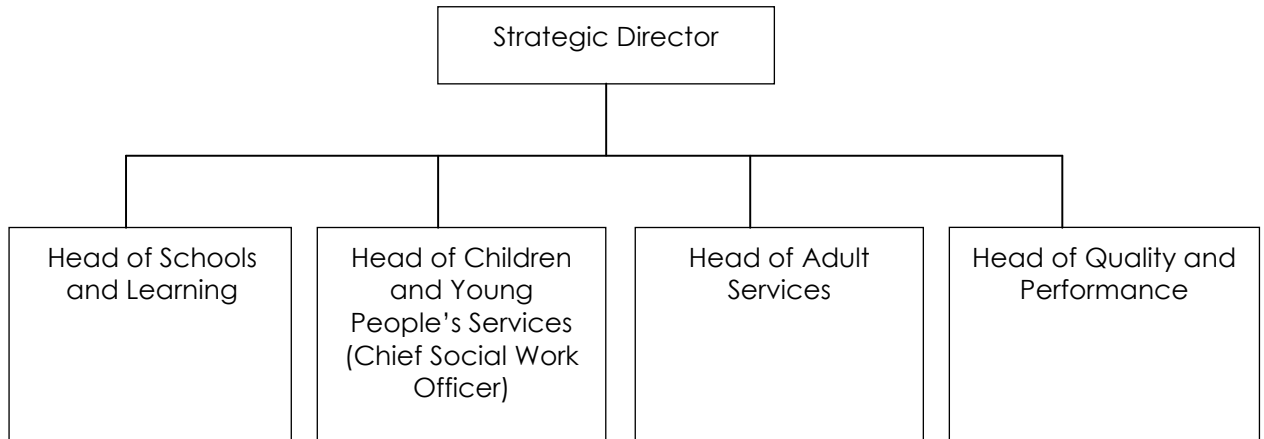
# Contents

1	SERVICE PROFILE .....	3
2	ACHIEVEMENTS.....	5
3	OVERVIEW OF PERFORMANCE AGAINST KEY INDICATORS.....	8
4	CONSULTATION .....	10
5	BUDGET .....	12
6	STAFFING.....	13
7	HEALTH AND SAFETY .....	15
8	ASSET MANAGEMENT .....	16
9	EQUALITIES .....	18
10	PEOPLE DIRECTORATE IMPROVEMENT PLAN 2013/14 .....	19
11	PERFORMANCE INDICATORS .....	27

# 1 SERVICE PROFILE

1.1 The People Directorate of Angus Council focuses on delivering efficient education and social work services for Angus residents. The reshaping of service delivery has led to the formation of four new service delivery areas led by the Strategic Director and an operational Head of Service within the People Directorate. These are:

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



## 1.2 Schools and Learning

1.2.1 Key strands within this service area include:

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

1.2.2 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).

1.2.3 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, with new requirements being introduced for some groups of 2 year olds. In discharging these obligations, we work with partner providers – voluntary and private. There are currently 34 partner providers offering pre-school places in Angus, in addition to our own 48 nursery classes.

## 1.3 Services to Children and Young People

1.3.1 Key strands within this service area include:

- Supporting early learning and care
- Supporting children and families
- Early intervention and protection

- 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

1.3.2 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.

#### 1.4 **Adult Services**

1.4.1 Key strands within this service area include:

- Assessment and care management for all adults, including older people
- Home care services
- Residential provision for older people
- Learning disabilities services
- Criminal Justice services
- Drugs and alcohol services
- Homelessness services
- Mental Health services
- Adult Protection
- Welfare Rights

This service has the responsibility to oversee the provision of social care services for adults and older people. It has a significant focus on the integration of services with partners, using a body corporate model to deliver care management for adults and older people with partners.

1.4.2 Services to support, care, and protect adults are also 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.

#### 1.5 **Quality and Performance**

1.5.1 Key strands within this service area include:

- Quality assurance, quality improvement and service planning
- Performance management, including key business/information systems
- Inspection, scrutiny and best value
- Monitoring of compliance with national standards
- Complaints monitoring and investigation (stage2)
- Support for public protection activities
- Contracting and commissioning of external providers
- Professional development of staff, including training and registration requirements
- Corporate governance

This service has overarching responsibility for quality and performance across the Directorate.

## 2 ACHIEVEMENTS

2.1 This section provides a brief overview of key achievements which relate in the main to the Covalent progress report provided in Appendix 1.

### 2.2 Learning, Teaching and Curriculum

2.2.1 Literacy development remains a key focus for Angus' schools. A refreshed Angus Literacy Strategy has informed the delivery of professional development events to improve early literacy and literacy across learning. The sharing of effective approaches to developing literacy has been further enhanced through the filming of classroom practice in a number of Angus schools. These filmed illustrations of effective practice have been made available to all teachers through GLOW and will be included within the support materials being disseminated with the newly developed literacy resource to promote improved attainment in reading in the early years.

2.2.2 The Angus Numeracy Strategy has been recognised nationally as an effective route to evidence-based pedagogy proven to raise attainment. As a result Angus has been designated a Numeracy hub and is currently leading partnership working with three neighbouring authorities, Dundee, Fife and Perth and Kinross. Continuing professional learning opportunities across all four authorities have been delivered by Angus staff to promote a deeper understanding of conceptual development in numeracy to meet learners' needs. In Angus, 85% of all primary teachers have now been trained in our First Steps in Number programme. Additional Support Needs staff have been trained in the use of Maths Recovery techniques to further support the closing of the attainment gap.

2.2.3 New National Qualifications have been successfully implemented in all Angus secondary schools for S4 pupils. Staff from Angus schools have attended a rolling programme of national implementation events to help them prepare for the introduction of revised Higher courses in 2014/15. Good collegiate working across schools has been established to support the implementation of the new suite of Higher qualifications. Schools have kept parents fully informed of such changes. More rigorous tracking and monitoring of individual progress is in place. An annual attainment calendar was established to ensure that all schools have had a clear focus on raising attainment at all levels.

2.2.4 Angus has continued to work in partnership with Dundee and Perth and Kinross Councils through a Pan-Tayside Languages Strategy group to co-ordinate a shared approach to taking forward the key recommendations of the national 1+2 modern languages strategy. One Angus primary school has been successfully involved in a national pilot project. This has now been completed and has been positively evaluated. The pilot will be featured in one of the regional learning events being organised nationwide by Scotland's National Centre for Languages. Three other primary schools have introduced French from P1 and early feedback is positive. An interactive languages platform has been developed in partnership with 'Le Francais en Ecosse' and has been made available to all Angus schools as a professional learning resource to increase staff confidence in delivering French.

2.2.5 Through our involvement in the North East Confucius Hub, Angus has hosted a Chinese teacher who has been deployed across primary and secondary schools to promote a better understanding of Chinese culture and language. Senior pupils across three secondary schools will achieve accredited learning this session in Mandarin through study of the Languages for Life and Work Award. One of these senior pupils has been successful in gaining a scholarship to study at Tianjin University next year. Work in this area was showcased at a Scottish China Education Network Conference at the Confucius Institute within Aberdeen University in June 2014.

### 2.3 Early Years

2.3.1 The Early Years Curriculum Strategy group has developed guidance for all schools which will promote more effective continuity of learning for children working within the early level of the curriculum. A DVD has been produced to exemplify excellent practice and this has been shared with all schools and early years' partner providers.

2.3.2 A consultation programme has been undertaken in relation to the proposed increase of early learning and care hours to 600 and a strategy has been developed to implement this increase across all establishments from August 2014. Nurture provision has been developed in eight schools across Angus with the aim of establishing welcoming and comfortable locations for multi-purpose use by children's services. These have been well received by school staff and are being used in creative and innovative ways to enhance the emotional well being and emotional literacy of pupils.

2.3.3 As part of the early years collaborative we have developed a test of change that seeks to support parents of unborn children where there are issues of parental substance misuse to stabilise and reduce their drug misuse to give their baby the best start in life.

2.3.4 Significant progress has been made preparing for implementation of the Children and Young People (Scotland) Act 2014. This has included preparing for the introduction of 600hrs Childcare and Learning for all 3 and 4 year olds and vulnerable 2 year olds; preparing for the additional duties associated with care leavers; and reviewing GIRFEC principles and process so that they are compliant with the new legislation.

## 2.4 **Information and Communications Technology**

2.4.1 Wireless technology and mobile devices have been introduced into a further twelve primary schools in the Brechin and Monifieth clusters. Schools have reported that new wireless technology is facilitating enhanced learning and teaching. We have continued to identify emerging technologies and are currently working to improve the broadband connectivity to all rural primary schools.

## 2.5 **Wellbeing of children and young people**

2.5.1 In 2012 Angus Council developed the Wellbeing web, a tool to help staff, carers and children and young people focus on improving outcomes. This tool has received positive acclaim across Scotland and has been adopted by a large number of other local authorities. In 2014 we adapted this web so that it can be used by children and young people with additional support needs through the use of symbols.

2.5.2 Child protection policies and processes have been reviewed in light of the new national risk assessment framework. Other developments in child protection include ongoing analysis of CP trend data and action taken to respond to emerging need. We have established a short life working group to ensure the needs of parents with mental health problems are adequately addressed.

2.5.3 In March 2014 the Council and its planning partners launched a new corporate parenting pledge setting out our commitment to looked after children and young people.

2.5.4 In 2013/14 the Directorate established nurture bases in resourced primary schools in each burgh across Angus.

## 2.6 **Kinloch Care Centre**

2.6.1 The development of the Kinloch care Centre has given us a modern facility that is equipped to meet the needs of older people. The associated supported housing has enhanced the capacity for maintaining people in their own homes and has contributed to shifting the balance of care for older people.

## 2.7 **Self Directed Support**

2.7.1 Self Directed Support legislation commenced from 1st April 2014 with the ultimate aim being to promote personalisation and deliver better outcomes for individuals. Equally it is about ensuring that those individuals who access support can participate fully in their communities regardless of their circumstance or disability. Together with partners and service users and carers, we have:

- reviewed the assessment process to ensure it focuses on achieving agreed outcomes for individuals.
- developed a method of allocating resources (Resource Allocation System (RAS)) to support the meeting of those outcomes which seeks to provide transparency and equity.
- developed new pathways of care based on an outcomes approach.
- commissioned a service from ARC to work in partnership with providers to support the development of the market.
- developed a commissioning framework to attract a mixed economy of suppliers/providers and provide greater market choice
- worked with the independent and third sectors to develop capacity to provide both informal and formal supports to individuals in their local communities.
- implemented a programme of consultation and engagement with staff, public and the providers to raise awareness of SDS across Angus
- shared good practice at national events

## 2.8 **Inspection Reports**

- 2.8.1 Between April 2013 and March 2014, a total of 6 establishments were inspected by Her Majesty's Inspectorate (HMI) – two private and voluntary pre-school providers, three primary schools and their attached pre-school classes and one secondary school. All of these establishments received positive inspections. Clear action plans have been put in place in all six establishments to ensure recommendations for further improvements are achieved. In addition, a number of follow-through reports were published. Without exception, these showed that the schools involved had made positive progress in addressing the agreed points for action within the original reports. As a result, there will be no further engagement by HMI with these schools in respect of their inspection reports.
- 2.8.2 Eighteen Angus Council social work services were inspected by the Care Inspectorate between April 2013 and March 2014. Each service is graded in up to 4 areas; quality of care and support; quality of environment; quality of staffing; and quality of management and leadership.
- 2.8.3 From an analysis of the grades no significant issues have been identified, with each inspection scoring a good or better. It should be noted that Kinloch Care Centre was assessed as excellent in 2 areas and very good in the remaining 2 areas. Of those services that had been inspected in 2012/13 and 2013/14, 3 improved 9 remained the same and 3 showed a slight fall in their grades.

### 3 OVERVIEW OF PERFORMANCE AGAINST KEY INDICATORS

This section gives a brief overview of the overall good progress made against most of the key performance indicators outlined in Section 11 below.

It should be noted that information relating to pupil attainment in 2013-14 is not currently available. This information will be included in the Directorate's annual evaluation report in Spring 2015.

#### 3.1 Areas with positive performance

This section highlights some examples of areas where our performance is improving or maintaining a positive trend.

#### 3.2 Bullying Incidents

3.2.1 The number of bullying incidents reported in primary schools has remained at 18 per 1000 pupils in 2013/14. The overall number of incidents in secondary schools over this period decreased from 28 to 26 per 1000 pupils. This positive trend in both sectors has been achieved through improved approaches to early intervention for pupils and families.

3.2.2 The number of reported incidents of bullying has continued to be rigorously monitored and schools have successfully implemented new approaches to support this including restorative practices and resilience training programmes.

#### 3.3 Class sizes

3.3.1 The proportion of P1 pupils in a class of 25 or less was maintained at 100% in 2013/14, meeting national guidance. Schools have responded well to support from staffing officers and the thorough monitoring of class composition by the service has had a continuing positive impact on ensuring all schools to maintain their 100% achievement.

3.3.2 The annual school census has showed that in session 2013/14, 20% of P1-3 pupils were educated in a class of 18 or less, maintaining the previous year's figure. This meets the national target of 20% but is below the local set target of 23%. This is attributed to the challenges related to class configurations based on the overall primary 1 roll of a school.

#### 3.4 Looked after Children

The numbers of looked after and accommodated children and young people remain relatively stable although fewer children and young people are looked after in residential care. This is in keeping with our strategy of supporting more children and young people to remain living at home or in family placements where this is possible.

#### 3.5 Shifting the balance of care for older people

3.5.1 The proportion of older people living in care homes continues to reduce, and exceed local targets. This indicates that we are making progress with our enablement agenda and are continuing to shift the balance of care towards supporting individuals in their own homes.

3.5.2 Our key performance indicators relating to the effect of enablement reflect improving outcomes with individuals requiring no care following enablement or requiring a reduction in the level of care.

#### 3.6 Areas requiring improvement

This section highlights some areas where our performance has not met our expectations. In each case we are taking steps to address the issue.



### 3.6.1 **Community Payback Orders (CPO)**

While the number of orders and the hours imposed have remained relatively stable, the volume of work associated with CPOs is demanding. In part, the reduced performance is due to non-compliance with the orders; however, we are developing alternative approaches to support the successful completion of more orders.

### 3.6.2 **Cost of Home Care**

The cost per hour of home care in Angus continues to increase and exceed benchmark figures. Detailed analysis and comparison work is being undertaken to understand the variance and we are actively developing the market to encourage a range of providers in home care to Angus. This is likely to reduce the hourly rate while maintaining the quality of care that is required.

### 3.6.3 **Prevention of admission to hospital**

Performance in this area has seen a decline over the past two years. In partnership with health colleagues, we are reviewing the way this service functions particularly given the importance of avoiding unnecessary hospital admissions.

## 3.7 **Areas to monitor**

### 3.7.1 **Child Protection**

The level of child protection work in Angus has risen significantly over the past year. This has resulted in additional activity at all stages of the process - initial referral discussions; child protection investigations; and review meetings due to the increased number of children on the child protection register. The volume of activity has impacted on our ability to maintain the key standards associated with child protection work.

## 4 CONSULTATION

4.1.1 A wide range of consultations were carried out over the course of the year. Given the extent of ongoing consultation it is not possible to list each interaction/event here. Information about consultation activity is gathered from service areas detailing the purpose of the consultation, who was involved, how they were consulted and what the outcomes were. This enables us to evaluate the extent of our consultative activity and to share good practice across the Directorate.

4.1.2 The following examples provide a flavour of our engagement activity in 2013-14.

### 4.1.3 **Meeting with Parent Council representatives**

Area based meetings with Parent Council representatives take place three times a year. The meetings are conducted through largely workshop-based activities. Additionally, representatives are encouraged to visit the Education Blog regularly and establish or contribute to discussion board items. These events strengthen communication with Parent Councils and provide an opportunity to share good practice across schools relating to parental involvement.

### 4.1.4 **Public meetings related to schools developments**

Throughout the year we have held public meetings to share plans and seek input from parents, community groups and local citizens. These events have taken place in Brechin, Forfar and Arbroath where major projects are being planned. The output from these meetings has been used to inform the design of new buildings.

### 4.1.5 **Engagement with service providers**

We have held meetings with social care providers to develop our approach to Self-Directed Support and to establish a contract management framework. These meetings have been a combination of information sharing and shaping new policies and procedures.

4.1.6 We have used surveys with foster carers to evaluate the service and to review policies. This approach has enabled carers to have a say in the way that the service is developed.

### 4.1.7 **Regular meetings and focus groups**

Across a wide range of services we meet regularly with the people who use our services – e.g. in care homes and day care settings. This supports an ongoing dialogue and reinforces our commitment to listen to the views of individuals and groups.

4.1.8 During 2013-14 we have also had some specific focus groups where we are considering different ways of delivering services

## 4.2 **Complaints and comments**

4.2.1 At present there are two different methods of dealing with complaints within the People Directorate. This is due different statutory requirements. The information this year is therefore separate. During 2014/15 work will be carried out to enable a more co-ordinated approach to reporting and analysing Directorate information.

4.2.2 A new recording system for complaints was implemented by the Council in 2013. This new system did not include the statutory complaints system for Social Work. The number of complaints registered is detailed below.

Category	Number
Council's failure to follow appropriate administrative procedure	1
Delay in responding to enquiries and requests	14
Dissatisfaction with council policy	12
Equalities Issues	1
Failure to provide service	15
Inadequate standard	16
Treatment or attitude of a staff member	34
Other	29
TOTAL	122

- 4.2.3 The majority of parental complaints/concerns about services to education are resolved by Head Teachers. Those included in the data above relate to complaints not resolved at school level.
- 4.2.4 Social work and health deal with complaints in accordance with statutory requirements, national guidance on local authority complaints procedures (refer to Circular SWSG 5/1996), and guidance to public organisations provided by the Scottish government.
- 4.2.5 Dealing with social work complaints involves three stages:
- In the first stage every attempt should be made to mediate and resolve the complaint. First line managers should keep a record of all Stage 1 complaints. This will assist where a complaint requires further investigation and will be used for performance monitoring purposes.
  - In the second stage, unresolved complaints or complaints where the complainer does not wish the matter to be dealt with at stage 1, should be recorded and formally investigated.
  - The third and final stage of the complaints procedure, referral to a complaints review committee (CRC). An individual making a complaint can ask for a review by CRC where they are not satisfied with the outcome of the complaint investigation.
- 4.2.6 During the year April 2013 to March 2014, social work received 5 requests for complaints to be investigated formally (stage 2). During that process three were resolved without proceeding to a full stage 2 investigation. One of the other complaints proceeded to a CRC and the outcomes of this were addressed and recorded in a confidential committee report. The final complaint led to a number of service changes relating to how we undertake an assessment for adoption.
- 4.2.7 There were 97 informal complaints; (56 in adult services and 41 in services for children). On analysis there were no particular patterns or emerging themes, however we are constantly seeking to learn from complaints and remain committed to this.
- 4.2.8 Social work and health also received 312 (234 adult services + 78 children's services) compliments, during the year which highlighted the good work of our staff, in often very difficult circumstances.

## 5 BUDGET

### 5.1 BUDGET MONITORING

5.1.1 The table below summarises the net revenue expenditure position for the year ended 31 March 2014 after taking account of agreed carry forwards.

<b>Business Unit:</b>	<b>Adjusted Controllable Net Budget</b>	<b>Unaudited Actual To 31 March 2013</b>	<b>Over/ (Under) Spend</b>	<b>Actual Against Budget</b>
	<b>£000's</b>	<b>£000's</b>	<b>£000's</b>	<b>%</b>
Schools and Learning	79,075	78,572	(503)	99.4%
Children & Young People	28,663	28,731	68	100.2%
Adult Services	45,109	46,067	958	102.1%
Quality & Performance	21,055	20,530	(525)	97.5%
<b>People Directorate Total</b>	<b>173,902</b>	<b>173,900</b>	<b>(2)</b>	<b>100.0%</b>

5.1.2 The underspend in schools and learning relates to management of vacant teaching posts and rates rebates. Services for older people and adults with learning disabilities areas have experienced increased demands due to demographic change. These areas continue to be a cause for concern.

5.1.3 In recognition of the projected overspend in Adult Services, a number of under spends throughout the Directorate were held to ensure the Directorate reached a break even position for the financial year.

### 5.2 CAPITAL MONITORING

5.2.1 The final position on Capital Monitoring was considered by Angus Council on 19 June 2014, report 270/14 refers.

5.2.2 A summary of the final net position is outlined below:

<b>Service</b>	<b>Monitoring Budget 2013/14</b>	<b>Actual to 31 March 2014</b>	<b>Over/(Under) Spend</b>	<b>Actual Against Budget</b>
	<b>£000's</b>	<b>£000's</b>	<b>£000's</b>	<b>%</b>
Schools and Learning	1,042	853	(189)	81.9%
Children & Young People	185	60	(125)	32.4%
Adult Services	205	(47)	(252)	-22.9%
Quality and Performance	0	0	0	0.0%
<b>Total</b>	<b>1,432</b>	<b>866</b>	<b>(566)</b>	<b>60.5%</b>

5.2.3 From the above it can be seen that there was a net underspend of £566k. Most of this relates to two projects:

- Creation of logistics Hub (Adult Services) £247K– project under review, options appraisal being undertaken.
- Arbroath Schools Project (Schools & Learning) £180K– slippage in procurement of temporary accommodation as a result of planning requirements.

## 6 STAFFING

6.1 The following table summarises the budgeted staff numbers in 2012/13 and 2013/14.

Pay Category	Numbers Budgeted In			Numbers Budgeted In		
	2012/13			2013/14		
	Full Time	Part Time	Full Time Equivalent	Full Time	Part Time	Full Time Equivalent
Nursery Sector	68	77	104.4	76	59	102.4
Primary Sector	520	311	708.5	482	398	703.1
Secondary Sector	642	179	741.9	618	175	722.7
Additional Support Needs	97	175	220.3	93	178	217.2
Education Development Service	42	6	45.8	41	6	44.8
School & Family Support	4	19	18.4	4	18	18.4
Education Psychology	7	2	8.4	6	2	7.4
Support for Pupils	0	76	23.5	0	70	21.0
Community Learning and Development	23	48	41.5	20	48	39.2
Departmental Administration	51	26	63.7	47	25	59.2
Technicians	3	0	3	3	0	3
Transport Trading Account	1	7	4.4	1	7	4.4
Children & Families	178	50	187.5	175	54	187.7
Adult Care	379	918	918.1	388	857	894.2
Support Services	88	10	92.0	79	14	85.0
<b>TOTAL</b>	<b>2,103</b>	<b>1,904</b>	<b>3,181.4</b>	<b>2,033</b>	<b>1,911</b>	<b>3,109.7</b>

6.2 The decrease in the secondary sector is attributed to a slight decrease in overall roll resulting in a reduction in LG staff. There has also been a reduction in foreign language assistants.

6.3 Community Learning and Development transferred to the Communities Directorate on 1 April 2014. However the budget was not transferred until later in the year. The above reflects the details provided in the Interim Budget Volume.

6.4 The drop in the number of budgeted staff in Adult Care reflects some of the savings measures agreed as part of the 2013/14 budget setting process.

### 6.5 Sickness Absence

	2011-2012	2012-2013	2013-2014
Teachers	3.40%	3.52%	3.03%
Support Staff	4.76%	4.56%	4.70%
Social Work Staff	6.09%	6.94%	5.90%

- 6.5.1 In 2013/14, the average number of working days lost through sickness absence for teaching staff was 5.4 days per employee which represents 3.03% of total available working days. This has decreased since last year. The corresponding figures for support staff are 8.8 days per employee or 4.7% of the total available working days. This has increased slightly from last year.
- 6.5.2 All schools continue to be rigorous and focused in their management and monitoring of sickness absence. There has been a clear focus on ensuring all managers fully implement the staff Health and Wellbeing strategy and, as part of the professional review and development process, raise awareness of a healthy work/life balance with staff. Further work has been carried out with Head Teachers to secure working time agreements which take full cognisance of workload issues.
- 6.5.3 Sickness absence in the former social work and health department is higher than the former education department. In 2013/14 a target of 6.25% for sickness absence was set. We have achieved this target and will continue to monitor performance with a view to reducing this figure further.

## 7 HEALTH AND SAFETY

### 7.1 HEALTH AND SAFETY TRAINING

A number of staff development activities have taken place during 2013/2014 including Managing Safely, Risk Assessment, Moving and Handling and First Aid.

### 7.2 ACCIDENTS AND INCIDENTS

7.2.1 The position for 2012/2013 and 2013/14 is outlined below:

	Employees 2012/13	Employees 2013/14	Non-Employees (pupils) 2012/13	Non-Employees (pupils) 2013/14
<b>Accident Numbers</b>	<b>241</b>	<b>213</b>	<b>250</b>	<b>248</b>

#### 7.2.2 Reportable Accident to Health & Safety Executive Full

There were two reports sent to the Health & Safety Executive in the past year. One related to a staff member coming between pupils that were fighting and resulted in bruise and graze injury. The second related to a staff member falling and suffering a broken wrist.

7.2.3 The number of reported incidents of Violence and Aggression against employees has risen by 15.9% in 2013/14. It should be noted that a proportion of these incidents is included within the 'accident statistics' shown above where actual bodily harm has taken place. The rise in incident numbers can be attributed to some extent to the number of multiple incidents involving the same individual (pupil or service user).

	Employees 2012/13	Employees 2013/14
<b>Incident Numbers</b>	<b>364</b>	<b>422</b>

### 7.3 FIRE SAFETY

Angus Council has its own Fire Risk Assessor to advise and assist building managers across all Directorates. The assessor has undertaken fire risk assessment inspections and provided advice on a wide range of fire safety topics in new building projects in addition to existing buildings. Existing buildings are being audited on a priority basis. This inspection and auditing process continues with revision system being modified to reflect current needs.

### 7.4 PUBLICATION AND COMMUNICATION OF HEALTH & SAFETY UPDATES

- regular meetings of the existing Consultative Committees take place and minutes are posted on departmental intranet site
- a review of the Directorate's education excursion guidance has taken place and published amendments have been made to the guidance. An online system for managing excursion procedures has been produced (EVOLVE) and has been implemented in schools.

### 7.5 SPECIFIC INITIATIVES

#### 7.5.1 School security improvements

There was an ongoing requirement to improve security in school buildings in 2013/2014 and approximately £50,000 was invested for this purpose.

#### 7.5.2 School safety audits

Each school has undertaken a bi-annual Health & Safety check involving senior staff and in some cases union representatives. As part of the monitoring process, follow up audits take place.

## 8 ASSET MANAGEMENT

### 8.1 Asset Management

8.1.1 As with complaints, there are currently two different methods of asset management and planning in operation in People Directorate. During 2014/15 work will be carried out with a view to harmonising these arrangements.

8.1.2 A report will be considered by the Children and Learning Committee in autumn 2014 providing an update on the School Estate as required by the Scottish Government.

### 8.2 School Estate

8.2.1 The project to replace Brechin High School as part of a community campus approach is being procured as part of the initial phase of the Scottish Government's 'Scotland's Schools for the Future' investment programme, using the East Central Territory hub arrangements. The project, having a value of £26m, has now progressed through the hub development process and enabling works commenced on site during March 2014, followed by the full construction works. The works are being progressed in two phases, with phase 1 including the provision of the new campus building, which it is anticipated will be available by the end of 2015. Phase 2 including the demolition of the existing buildings and provision of new synthetic sports pitch and car parking is anticipated to be completed by mid-2016.

8.2.2 In addition, the Council is also making good progress with the design of the £39m project to replace Forfar Academy as part of Phase 3 of the Scottish Government's 'Scotland's Schools for the Future' investment programme. The Council has taken the opportunity to replace the existing swimming pool and leisure facilities as part of a community campus approach at the existing Forfar Academy site. The procurement is now progressing through the hub development process and planning permission for the project was granted on 3 June 2014. It is anticipated that the initial phase of construction works for the new building will commence towards the end of 2014, with a build period of around 24 months. Phase 2 of the project will see the demolition of the existing buildings and new landscaping/ external works, with full completion of the project by mid-2017.

8.2.3 In March 2013 the Education Committee (report 166/13) agreed to take forward the replacement of Timmergreens Primary and Warddykes Primary on the existing school sites. Procurement arrangements have since been progressed to deliver these two new build projects during 2016. The medium term strategic plan to include improvements to the remainder of the Arbroath primary school estate has also now been agreed (report 552/ 13 refers) for the period up to financial year 2021/ 2022. The cumulative value of the proposed overall investment programme to the primary school estate in Arbroath is £31.5m.

8.2.4 It is worth highlighting that, along with Scottish Government support funding, the overall investment programme being progressed by the Council is in the region of £96.5m.

8.2.5 In addition to major projects, a programme of planned maintenance, repair and renewal and minor improvements projects was implemented throughout 2013/2014. These included the following:

School	Planned Maintenance/Repair
Monifieth High School	Recover Roof and Refurbish Art Department
Hayshead Primary School	ASN Works
Friockheim Primary School	Upgrade Toilets
Grange Primary School	Upgrade Toilets Phase 2
Murroes Primary School	Alteration works for P1 classroom
Seaview Primary School	Acoustic Works
Ferryden Primary School	Upgrade Infant Toilets
Lochside Primary School	Upgrade Toilets Phase 2
Newtyle Primary School	Heating Works
Southmuir Primary School	ASN Works in Pre-School area



8.2.6 Within what was the social work and health department, an asset management plan has been produced for the past 3 years. As part of this work the suitability of the buildings used to deliver services and their condition is examined. The following tables summarise the suitability assessments and conditions of those buildings currently in use.

8.2.7 **Suitability assessments**

Standard	Description	Number	Percentage
A	Suitable	29	67%
B	Not completely suitable, can be improved	7	16%
C	Not completely suitable, cannot be improved	5	12%
D	Unsuitable	2	5%
	Total	43	100%

8.2.8 **Condition assessment**

Standard	Description	Number	Percentage
A	Performing as intended	6	14%
B	Minor deterioration	30	70%
	Leased property	4	9%
	NHS property	3	7%
	Total	43	100%

8.2.9 Two buildings have been assessed as unsuitable by the occupants. These are the Angus Joint Equipment Loan Service (AJELS) and Catherine Street Resource Centre. The suitability of the AJELS store has been recognised and is being addressed in the review of requirements for the Logistics Hub. Catherine Street is now being used differently, and its suitability will be reassessed during 2014/15 as its new use develops.

8.2.10 Of the buildings assessed as "Not completely suitable, cannot be improved", 3 will be vacated as part of the office accommodation strategy. Also, Kinnaird Street Children's Home in Arbroath is being replaced. The remaining property in this category is the Criminal Justice office in Fergus Square, Arbroath. There are no current plans for this building.

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

## 9 EQUALITIES


- 9.1 The People Directorate continues to promote equality and fairness in all aspects of its work.
- 9.2 We have worked with the Angus Council Corporate Equalities Group in mainstreaming the equality duty outlined in the 2010 Act. In line with requirements, Angus Council reported on progress in mainstreaming in April 2013 and staff within the education service contributed to the Angus Council report. This included the development of case studies to illustrate progress in delivering on equality outcomes. These focused on success in the areas of adult learning, the development of a young people's equality group and improved support for LGBT and transgender issues in our schools. The full report can be found at:  
  
<http://www.angus.gov.uk/ccmeetings/reports-committee2013/StrategicPolicy/278.pdf>.
- 9.3 Our schools ensure that there are opportunities for all children and young people to access high quality learning and teaching experiences and all areas of the new curriculum. Angus schools and services make use of quality indicators within the national school improvement framework to promote equality and fairness and to evaluate progress in meeting the requirements of the Equality Act 2010.
- 9.4 There continues to be a strong focus on promoting equality and inclusion for specific groups of vulnerable children and young people; the 'Just Play' initiative has supported families affected by challenging backgrounds and deprivation. The number of children with Additional Support needs continues to grow year on year and through our work on 'Getting it Right in Angus', procedures are in place to ensure the needs of these children are identified early and met as fully as possible.
- 9.5 We continue to support independent advocacy schemes to provide individuals with an opportunity to gain support and guidance in relation to their care needs.

## 10 PEOPLE DIRECTORATE IMPROVEMENT PLAN 2013/14





This section (and section 11 below) reflects the information contained within the Covalent system for the former Education and Social Work & Health departments. Many of the improvement activities and indicators shown here are appropriate for use at business unit level rather than for the People Directorate.

For 2014/15 and subsequent years, the People Directorate will use Covalent proactively to monitor and record performance. Annual reports will, in future, concentrate on information relating to key strategic outcomes.







### 1 Communities that are Prosperous and Fair

Action	Status	Due Date	Progress as at 31 March 2014
SWH_13/14_010 We will plan for the impact of Welfare Reform on Angus citizens.		01-Apr-2014	Two members of staff have been appointed from additional funding provided to work specifically with citizens affected by the welfare reforms. 77 training and information sessions have been carried out for Council staff and other organisations with 1000 people having taken part in these sessions. A page has been added to Angus.gov web site providing information on welfare reforms for other professionals and citizens. This will be continually updated as needs and developments arise.

### 2 Communities that are Learning and Supportive

Action	Status	Due Date	Progress as at 31 March 2014
PEO_AS002 We will implement relevant actions from the National Reducing Re-Offending Programme.		01-Apr-2014	All actions which have been identified for local authority CJ services have been implemented in Angus. We await Scottish Government guidance regarding extending MAPPA to violent offenders and on Through Care from the national review findings. The CJAs across Scotland will be discontinued in approximately two year's time and CJS provision will revert fully to the local authority.
PEO_AS003 We will implement the relevant actions arising out of the National Commission on Women Offenders		01-Apr-2014	The Glen Isla Project for women offenders commenced in Autumn 2013 and has been commended by the Scottish Government for its innovation. The Project implements the national review findings and is a partnership development with NHS Tayside, Tayside Police and Tayside Council on Alcohol, led by Angus CJS.
PEO_AS004 We will implement our Self Directed Support strategy.		01-Oct-2013	SDS has been implemented from 1st April 2014. The implementation plan is progressing well.
PEO_AS006 We will progress the integration of Health and Social Care services and establish a Locality Model in Angus		01-Apr-2014	The Public Bodies (Joint Working) (Scotland) Bill has completed stage 3 of the parliamentary process and is expected to receive Royal Assent in April 2014. Regulations and Guidance will be produced by summer 2014. The Angus Health and Social Care Shadow Joint Board is now in place supported by a Project Board. Susan Wilson has been appointed as Interim Chief Officer for Health and Social Care Integration and will take up post from 1 April 2014. Progress is being made on the rollout of an agreed locality approach and the development of the Angus Strategic Plan. The Shadow Joint Board is also considering the key elements of the Angus Integration Scheme which will serve as the agreement between

Action	Status	Due Date	Progress as at 31 March 2014
			partners leading to the establishment of the new joint arrangements for health and social care beyond 2015.
PEO_AS008 We will implement a programme of audit relating to the National Dementia Standards		01-Oct-2013	A service improvement group is progressing this work and has completed audit work against the first two standards. Progress has, however, been delayed by changes to/reductions in the staffing group involved from partner agencies.
PEO_CS001 We will support schools to implement Individualised Education Plans for pupils with additional support needs through the electronic planning tool, 'On Track with Learning'		01-Jul-2014	The revised version of On Track with Learning (OTWL2) is currently being rolled out to schools. Further work on developing Individualised Education Plans will be delayed until staff are confident in their navigation and use of the new tool. The Additional Support Needs (ASN), Development Officer (Seconded) has shared with ASN staff the updated OTWL2 and how Individualised Education Plans can be used within the tool. This will now be further implemented at school level as teachers become more confident with the use of the updated tool.
PEO_CS002 We will review the department's Kinship Care Scheme.		01-Apr-2015	The impact of the Children and Young People (Scotland) Act 2014 on Kinship care arrangements will not be clear until the associated regulations and guidance are published by the Scottish Government. The government have indicated these will be available in early 2015. The target date for introducing a revised kinship care scheme has therefore been changed to 1/4/15. Proposals for an amended scheme will be developed by that date to take account of the new statutory requirements.
PEO_CS004 We will develop Restorative Approaches across all schools and services in Angus		31-Mar-2016	Awareness raising sessions have been delivered to trainee teachers. Plans are in place to deliver training to the Monifieth cluster of schools by December 2013.
PEO_SL007 We will support schools in consolidating S1-3 broad general education in implementing the first year of the new S4 senior phase and in preparing for the introduction of new Highers in 2014/15		01-May-2014	New National Qualifications have been implemented in all Angus secondary schools for S4 pupils in session 2013/2014. In some schools, pupils in S5 and S6 not studying at Higher or Advanced Higher levels are also studying these new qualifications as an alternative to intermediate courses. Work continues to ensure that parents remain well informed. Revisions have been made to established arrangements for tracking pupil progress and reporting to parents to reflect the new qualifications. Staff from Angus schools will attend a rolling programme of national implementation events between November 2013 and March 2014 to help them prepare for the introduction of the new Higher level courses in session 2014/2015.
PEO_SL014 We will improve Primary School provision in Arbroath		30-Jun-2016	Design development is progressing for the phase 1 schools and decant arrangements for Timmergreens to the existing Muirfield Primary School site are being developed in consultation with both schools.
PEO_SL016 We will develop proposals to replace Brechin High School, including improvements to provide enhanced community access and use of the facilities		30-Jun-2016	Planning approval was granted in January 2014. Hubco's Stage 2 Submission is anticipated to be submitted to the Council in April 2014. Enabling Works have commenced to support the implementation of the overall programme.
PEO_SL018 We will continue to develop 'Opportunities for All' in line with the Scottish		01-Jun-2014	The Angus Opportunities for All (OFA) partnership is continuing to build on the success

Action	Status	Due Date	Progress as at 31 March 2014
Governments national implementation plan through the Angus 'Ofa' Partnership			of previous years. Partners have welcomed the recent recognition by Skills Development Scotland (Angus) of the quality of partnerships. Schools have become increasingly confident in identifying and using the expertise of partners to support young people at risk of not moving to a positive destination as part of the 16+ learning choices programme. They are also more confident in referring those without a confirmed 16+ learning choice on to OFA workers. These key workers have become increasingly successful at reaching and engaging those young people who are furthest from being job ready and a wide range of opportunities are now available at the early stages of the employability pipeline.
PEO_AS005 We will implement the recommendations contained within the Mental Health Scotland Strategy		01-Apr-2014	Angus Mental Health Strategy completed March 2014.
PEO_AS007 We will prepare for the implementation of the Children and Young People Bill		01-Oct-2013	
PEO_CS003 We will prepare for providing 475 hours pre-school education for 3 and 4 year olds to a minimum annual provision of 600 hours early learning and childcare for 3 and 4 year olds and looked-after 2 year olds.		01-Jun-2014	Plans are well underway to implement 600 hours pre-school provision across Angus settings with effect from August 2014. Elected members will be updated on all key developments at the Children and Learning Committee on 3 April 2014.
PEO_CS005 We will continue to implement and embed the Angus GIR processes with a focus on the roles of named person, lead professional and the use of integrated assessments and the child's plan		30-Mar-2014	The DVD on Lead Professional training is being used by multi-agency facilitators to deliver cluster based training. Copies of the DVD and Facilitators pack have been shared with colleagues in Dundee and Perth and Kinross Councils through the Tayside GIRFEC group. The 'Guide to SMART Outcomes' has been distributed to all schools as well as colleagues in the People Directorate. An audit of the Child's Plan is to be undertaken through the Angus Child protection Committee. Very positive feedback on developments in Angus was received from the Education Minister, Mike Russell, on a recent visit to one of our primary schools.
PEO_CS006 We will implement the key recommendations of the Early Years Review		30-Mar-2015	A consultation programme is currently underway in relation to the proposed increase of early learning and care hours to 600. Draft delivery models are currently being considered with plans in place to pilot a number of these across a variety of settings during November - December 2013. Nurture provision is being developed in eight schools across Angus with the aim of establishing welcoming and comfortable locations for multi-purpose use by children's services. The first nurture base to become operational is at Hayshead Primary. The remaining seven will be up and running from October 2013. A proactive Home Team has been established as part of work relating to the national Early Years Collaborative. The key recommendations of this review have been implemented and incorporated into future early years plans.
PEO_CS007 We will implement the revised Child Protection Guidelines		30-Mar-2014	The revised Child Protection Guidelines were agreed by the Children and Learning Committee at its meeting on 22 August 2013. Training sessions to ensure staff are fully aware of revisions have been planned for November 2013.


Action	Status	Due Date	Progress as at 31 March 2014
PEO_CS009 We will progress the re provisioning of Kinnaird Street Young Person's Unit.		31-Mar-2014	
PEO_QP001 We will develop guidance to support schools to improve self-evaluation using revised how good is our schools quality indicators		31-May-2013	
PEO_QP002 We will build on the work undertaken through the Strategic Resources Review process, implementing agreed efficiencies and proactively seeking further areas for review through consultation with stakeholders.		31-Mar-2014	Work is ongoing with identified efficiency review actions and continuing good progress has been made with actions arising from the reviews of music instruction in Angus schools and the management of integrated facilities.
PEO_QP003 We will adopt the key features of the new Devolved School Management (DSM) guidelines (2012) (There will continue to be extensive engagement with a range of stakeholders about the content of the Angus DSM Scheme.)		31-Mar-2014	The self -evaluation toolkit which supports the new guidelines has been piloted with a number of Head Teachers. This is now being rolled out across all schools. The toolkit is being used to support the scrutiny role of the People (education) finance team. The DSM review groups which represents a range of stakeholders continues to review the Angus scheme and ensure it is in accordance with guidelines.
PEO_SL001 We will support schools to implement the recommendations of the Angus Health and Wellbeing Strategy		30-Apr-2013	Schools continue to be assessed against the Health Promoting School criteria and all Angus schools remain accredited. An EDS working group has produced draft materials which will enable schools to evaluate their level of provision across the health and wellbeing curriculum and to identify related action points. These materials will be finalised by the due date of end April 2013.
PEO_SL002 We will support schools to plan and profile a 3-15 curriculum using the electronic planning and tracking tool 'On Track with Learning' (OTWL)		30-Jun-2013	Almost all schools are using the tool to plan effectively at medium term using the national experiences and outcomes and related intended learning. Well planned support continues to be provided across a range of schools. Some schools are using the tool very well to plan and profile pupil learning within the curriculum and to capture the wider achievement of pupils. Further monitoring needs to be undertaken across schools to ensure all staff begin to build profiles using current assessment information and develop enhanced consistency across classes and year groups.
PEO_SL003 We will monitor and evaluate the impact on achievement in primary and secondary schools of key actions detailed in the Angus Literacy and Numeracy Strategies		30-Jun-2013	A programme of CPD events has been offered and delivered to support teachers to use a consistent set of strategies and resources in developing children's literacy and numeracy skills. Filming has taken place to illustrate good practice in the use of the literacy resources in primary schools and further filming is planned to capture good practice in secondary schools in liaison with secondary school literacy steering groups. Literacy Leaders Networks have been established and are proving to be effective in sharing good practice New guidance and professional development activities have been prepared to support consistent practice in approaches to teaching children to read and write at early and first levels. The Angus Book Award has been reviewed and a new model ran very successfully this session. EDS continues to support the roll out of First Steps in Number and Maths Recovery through in-service training. Guidelines to support implementation of these approaches are have been finalised. The teaching of core numeracy skills has been the focus for the Numeracy

Action	Status	Due Date	Progress as at 31 March 2014
			<p>Leaders in Primary Schools Network and will be now be taken forward with secondary schools. A seminar on developing mathematical thinking in the primary classroom was delivered at the Scottish Learning Festival which was shared nationally through GLOW TV. This is informing CPD for Angus teachers on embedding problem solving. Angus was one of only 5 Local Authorities invited to deliver a seminar at a recent Scottish Government Conference on enhancing strategies for improving numeracy in acknowledgement of the proactive manner in which Angus is embracing innovative approaches to the teaching of numeracy and the impact on learners.</p> <p>The impact of the three year literacy and numeracy strategies has been evaluated through an Angus wide school survey, a focussed small school survey, the Supported School Reviews of secondary schools, progress reports in connection with the Education Development Service Action Plan and an analysis of baseline assessment data. Consideration of the findings from the above are informing the production of the revised literacy and numeracy strategies and the work of the literacy and numeracy sub-group of the Children and Learning Partnership.</p>
<p>PEO_SL004 We will support further developments in the assessment and moderation of literacy and numeracy</p>		<p>30-Jun-2013</p>	<p>An Angus literacy moderation project based upon the use of the Information Keys which was undertaken within the Monifieth and Carnoustie clusters has been recognised nationally as good practice and included in the National Assessment Resource. The use of the Talk in to Writing and the Information Literacy Keys have been being promoted strongly as tools to support assessment and moderation of literacy within schools and clusters. The Angus Reading School initiative is supporting schools to evaluate how effectively they are realising the expectations for learning in literacy within the new curriculum. This model of self-evaluation has attracted interest from the Scottish Book Trust.</p> <p>First Steps in Number continues to be rolled out successfully. Task review sessions provide an effective forum for discussion around assessment and moderation. Education Scotland funded two numeracy moderation projects in Angus - one involving the Brechin cluster small schools and the other involving all Forfar cluster schools. The outcomes from these two projects were shared through a workshop at the recent Angus Effective Learning and Teaching Conference and have been recognised nationally. Representatives from Angus were also involved in a national working group to develop guidance on assessing progress and achievement in mathematics.</p> <p>Advice and guidance from the Scottish Survey of Literacy and Numeracy has been shared with schools and will inform future priorities for development.</p> <p>Staff Tutors in supporting the roll out of On Track with Learning in secondary schools have highlighted how departments can incorporate literacy and numeracy intended learning within their planned assessment.</p> <p>Schools have been supported to make more effective and appropriate use of the data from baseline testing along with other assessment evidence to inform professional dialogue and</p>

Action	Status	Due Date	Progress as at 31 March 2014
			reflection upon learners' progress in literacy and numeracy.
PEO_SL005 We will implement a new Early Years curriculum strategy to support schools with transition from pre-school to primary 1.		30-Jun-2013	The Early Years Curriculum Strategy group has developed guidance for all schools which will promote more effective continuity of learning for children working within the early level of the curriculum. A DVD has been produced to exemplify excellent practice and this now needs to be shared with all schools and early years' partner providers.
PEO_SL006 We will implement improvement actions arising from the review of learning outdoors		30-Jun-2013	A draft strategy, incorporating a focused action plan, has been submitted to the senior management team for approval and ongoing implementation. Many schools and services have key actions relating to the development of outdoor learning included in their improvement plans and these are being successfully taken forward. Further evaluation of progress now needs to be undertaken.
PEO_SL008 We will support schools to implement support guidance to improve self-evaluation in Health and Wellbeing		01-Feb-2014	
PEO_SL009 We will continue to identify emerging technologies to further improve the broadband connectivity to all rural primary schools		01-Jun-2014	IT Division commissioned a survey which was undertaken by AereLink and 'The Network People'. The Hybrid Network Survey was completed in April/ May 2013 at all 14 BT Converge and 1 ISDN rural schools. The survey was undertaken to establish how the 15 rural schools could be linked to the council broadband network via licensed radio links and fibre connections. Whilst an ERDF funding bid has not been successful, officers are developing sustainable options to improve the position in schools in 2014/15 and beyond.
PEO_SL010 We will introduce wireless technology and the use of mobile devices in a further 6 primary schools in the Brechin and Monifieth Cluster. Extend the current coverage of wireless technology, access and use of devices in secondary schools.		01-May-2013	Wireless technology and mobile devices has been introduced into the further 6 primary schools in the Brechin and Monifieth clusters. Work to expand provision further has continued and 6 more schools will be equipped with this technology by April 2014.
PEO_SL011 We will continue with an annual programme of Supported School Review visits to Angus Schools to continue to improve education provision.		01-Jun-2014	The draft revised proposals for Supported School reviews has been approved by senior managers. The process has been reviewed to bring it into line with Education Scotland (HMI) inspection visits to schools. Primary schools have now been brought into the process and all primary schools will participate in a full review every four years. The cycle of visits has been planned to integrate with HMI inspection visits and HMI follow-through procedures. The programme of visits has been shared with all primary schools along with related guidance on the process. The secondary school programme will be issued before the end of October 2013. Eleven Supported School Reviews have been conducted across Angus primary schools this session and reports on these visits have been shared with school communities. These reports recognise school strengths and identify areas for improvement. An evaluation of the process is currently being undertaken to improve procedures for next session. Two secondary schools will receive Supported School Reviews early next session and a further 12 primary schools.
PEO_SL012 We will implement the key actions detailed in the first year of the updated Angus		01-May-2014	Progress with the key actions from the Angus Literacy Strategy have been reviewed and an



Action	Status	Due Date	Progress as at 31 March 2014
literacy and numeracy strategy for 2013-2016 and monitor and evaluate their impact on achievement			<p>addendum to the extant strategy was issued to schools in December 2013. Professional development events have been delivered with clusters of primary schools, secondary schools and key partners to improve early literacy and literacy across learning. These events have been planned on a cluster or whole school basis to enable improved impact from professional development training. The sharing of effective approaches to developing literacy is being further enhanced through the filming of classroom practice in a number of Angus schools. These filmed illustrations of effective practice will be made available to all teachers through GLOW and will be included within the support materials being disseminated on Teaching Children to Read.</p> <p>The Angus Numeracy Strategy has been recognised nationally as an effective route to evidence based pedagogy proven to raise attainment. As a result Angus has been designated a Numeracy hub and is currently leading partnership working with three neighbouring authorities. CPD across all four authorities is being delivered by Angus staff to promote a deeper understanding of conceptual development in numeracy in order to better meet learners' needs. Two secondary schools have completed 'First Steps in Number' training. 85% of all primary teachers have now been trained in this approach. This session all Angus trainee teachers have participated in the training programme. ASN staff have been trained in the use of Maths Recovery techniques to further support the closing of the attainment gap.</p> <p>As part of the Angus attainment calendar all schools are providing regular updates on attainment in literacy and numeracy within the Curriculum for Excellence levels. The professional learning provided in literacy and numeracy continues to be very well received and is having a positive impact on children's progress.</p> <p>In the light of national guidance, a seminar has been planned with partner services to develop a shared vision and strategy for literacy and numeracy across Angus and how this will be moved forward under the auspices of the Community Planning Partnership.</p>
PEO_SL013 We will implement recommendations from the positive behaviour working group focusing on universal training in managing challenging behaviour/de-escalation in Primary and Secondary Schools		30-Jun-2013	Professional development training has been planned and delivered in both the primary and secondary sectors. Targeted training is also offered on a needs basis through Team Teach. The use of restorative approaches is being rolled out across Angus and incorporates de-escalation and the management of challenging behaviour. Consideration is currently being given to the use of CALMS which is an approach very successfully used in social work settings. Guidance is to be prepared for schools to ensure consistent advice is given in relation to the development of positive relationship, positive learning and positive behaviour.
PEO_SL015 We will seek to design a new build campus facility on the site of Forfar Academy.		31-Mar-2014	Hubco's Stage 1 Submission for the project has now been received by the Council and the Planning application has been submitted to the Planning Authority. Initial design development has been completed. This will now be incorporated into the People Plan for 14/15 to ensure further detail is added to design plans.

Action	Status	Due Date	Progress as at 31 March 2014
PEO_SL017 We will seek to take account of the Government's response to the report, 'Language Learning in Scotland: A 1+2' Approach		01-Mar-2014	<p>Angus continues to work in partnership with Dundee and Perth and Kinross Councils through a Pan-Tayside Languages Strategy group to co-ordinate a shared approach to taking forward the key recommendations of the national 1+2 strategy. Langlands Primary School has been involved in a national pilot project. This is now completed and has been positively evaluated. The pilot will be featured in one of the regional learning events being organised nationwide by Scotland's National Centre for Languages (SCILT). Three other primary schools in the Forfar cluster, (Strathmore, Tealing and Inverarity), have introduced French from P1 and early feedback is positive. An interactive languages platform has been developed in partnership with 'Le Francais en Ecosse'. and this is now available to all Angus schools as a professional learning resource and as a resource to be used in the classroom. A Business languages Champions project has been completed by Montrose Academy and Loch Duart Salmon. The project was designed to promote the relevance of learning other languages to young peoples' career prospects. This project will be used by SCILT as a case study.</p> <p>Through our involvement in the North East Confucius Hub, Angus has hosted a Chinese teacher who has been deployed across primary and secondary schools to promote a better understanding of Chinese culture and language. Of particular note is that some senior pupils and S3 pupils in Carnoustie HS, Monifieth HS and Webster's HS will achieve accredited learning this session in Mandarin through study of the Languages for Life and Work Award. One senior pupil at Carnoustie HS has been successful in gaining a scholarship to study at Tianjin University next year. Examples of the learning supported by the visiting Chinese teacher in Angus primary and secondary schools will be showcased at a Scottish China Education Network Conference at the Confucius Institute within Aberdeen University in June.</p>

# 11 PERFORMANCE INDICATORS

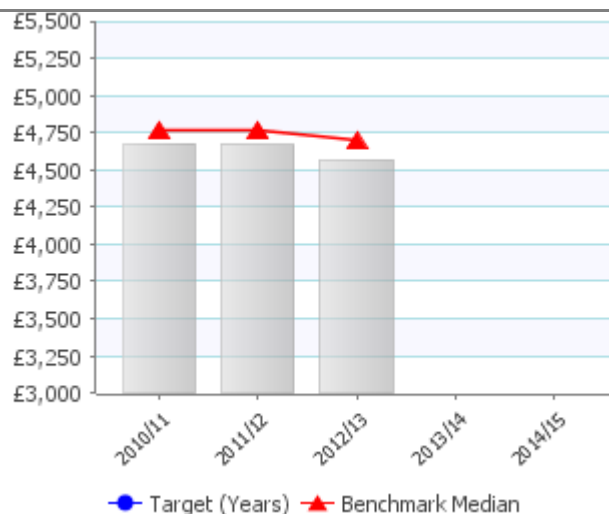
## Communities that are Learning and Supportive

### CHN1\_ED037 Cost per Primary School Pupil (SPI) (LGBF)

There has been a reduction of cost per primary school pupil of £100 in 2013.

This reduction in cost per pupil is due partly to the impact of the changes to teachers' terms and conditions together with reductions in other budgets such as, continuing professional development, property and supplies and services. These have been planned budget savings targets.

There has also been 'one off' funding available the previous year for ICT projects and this impacted on costs per primary school pupil.



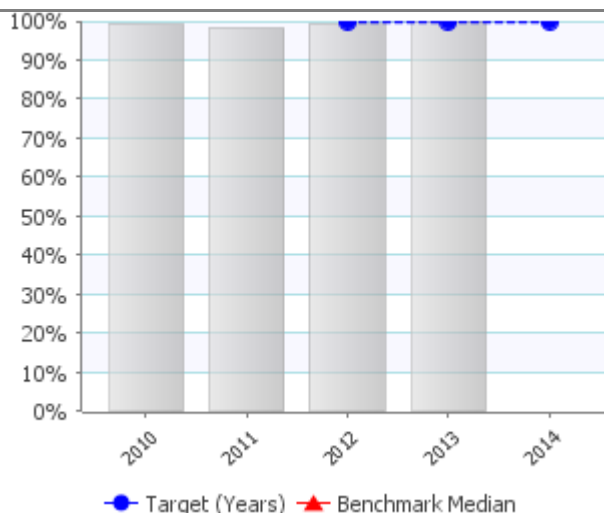
	Value	Target	Benchmark Median
2010/11	£4,678		£4,771
2011/12	£4,667		£4,773
2012/13	£4,567		£4,700
2013/14			
2014/15			

### ED043CY % P2-P3 pupils in class sizes up to 30 (LPI)

Class sizes are measured in the annual school census which takes place each September.

All primary schools (100%) have been able to ensure that all primary 2 and primary 3 pupils have been in classes with no greater than 30 pupils.

We continue to provide guidance and support to schools to help reduce class sizes and actively manage placing requests.

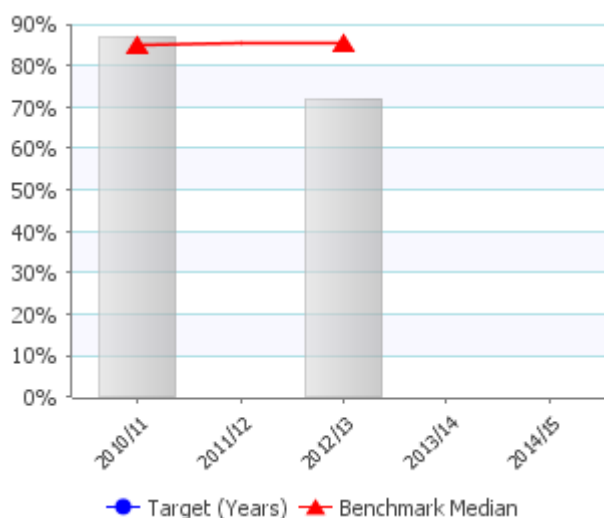


	Value	Target	Benchmark Median
2010	99%		
2011	98%		
2012	99%	100%	
2013	100%	100%	
2014		100%	
2015			

### CHN10\_ED042 % of Adults Satisfied with local schools (SPI) (LGBF)

The data relating to the percentage of adults satisfied with local schools is gathered through the annual Household Survey. It has been deeply disappointing to note that the percentage of Angus residents responding to this survey has reduced by 15% and placed Angus at the bottom of all local authorities.

This has concerned us greatly and we have discussed this measure with our Head Teachers who gather data relating to parental satisfaction with schools on a regular basis. We will collate school data, which demonstrates that the challenges may not be with parents of pupils at our schools but with other members of the communities in which our schools are located. All schools will be asked to consider how they can engage more fully with their local communities to improve public perception.



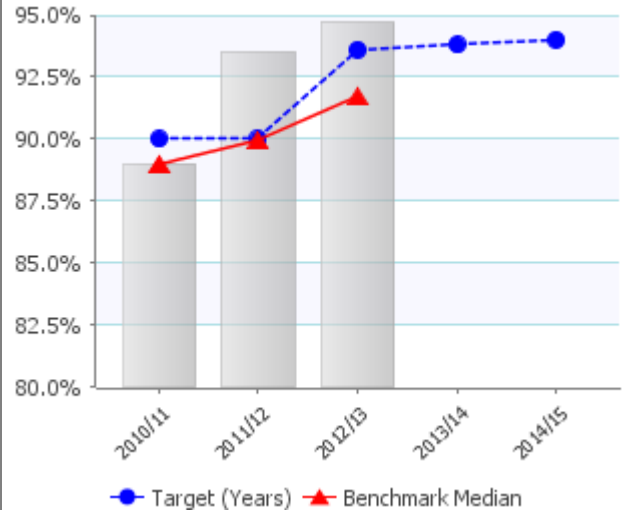
	Value	Target	Benchmark Median
2010/11	87%		85%
2011/12			
2012/13	72%		86%
2013/14			
2014/15			

### CHN11\_ ED013 Proportion of Pupils Entering Positive Destinations (SPI) (LGBF)

School leaver destinations vary across schools in Angus. Destinations include higher education, further education and employment. Pupils can leave school in fourth, fifth or sixth year.

The percentage of school leavers entering a positive destination in 2013 (94.7%) is a rise of 1.2% on last year and a significant rise of 5.7% compared to 2011. Angus continues to perform very well compared to national comparators in this area.

As well as continuing to work towards improving our exam results for pupils and closing the attainment gap between the lowest 20% and other 80% of pupils, we are also working hard to raise the ambition and aspiration of all pupils across Angus.



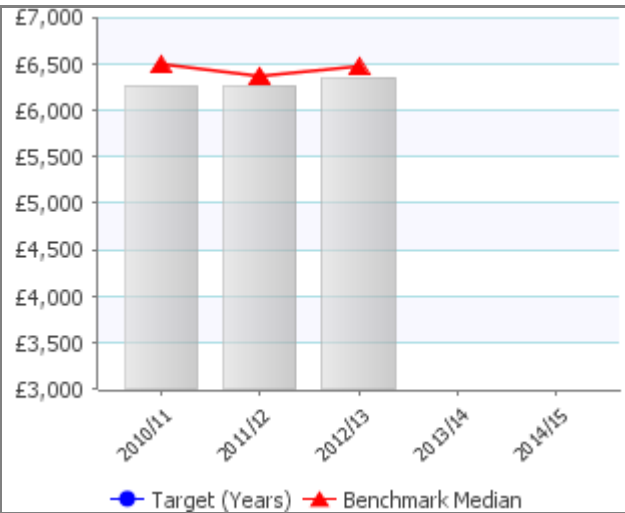
	Value	Target	Benchmark Median
2010/11	89.0%	90.0%	89.0%
2011/12	93.5%	90.0%	90.0%
2012/13	94.7%	93.6%	91.7%
2013/14		93.8%	
2014/15		94.0%	

### CHN2\_ ED038 Cost per Secondary School Pupil (SPI) (LGBF)

There has been an increase in cost per secondary school pupil of £92 in 2013.

This increase in cost per pupil is mainly due to the impact of pupil roll reductions as the fixed costs associated with the school estate are attributable to a lesser number of pupils.

This is offset to a degree by some reduction in cost per pupil due partly to the impact of the changes to teachers' terms and conditions together with reductions in CPD, property and supplies and services budgets as a result of budget savings targets.



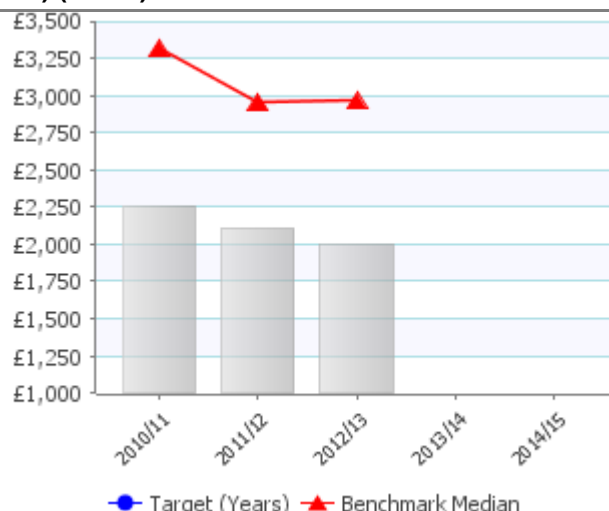
	Value	Target	Benchmark Median
2010/11	£6,252		£6,491
2011/12	£6,259		£6,374
2012/13	£6,351		£6,466
2013/14			
2014/15			

### CHN3\_ED039 Cost per Pre-School Education Registration (SPI) (LGBF)

There has been a reduction in the cost per pre-school education registration of £106. Although costs have been reduced, pupil ratios in pre-school classes have been maintained.

Lower costings in comparison to the benchmark median can be explained by the fact that all pre-school classes in Angus are part of a primary school and there are no charges made for property or management costs – this differs from other local authorities which have stand alone nursery schools.

Angus has also implemented a phased replacement of nursery teachers with Senior Early Years Practitioners and this has impacted on costs also.

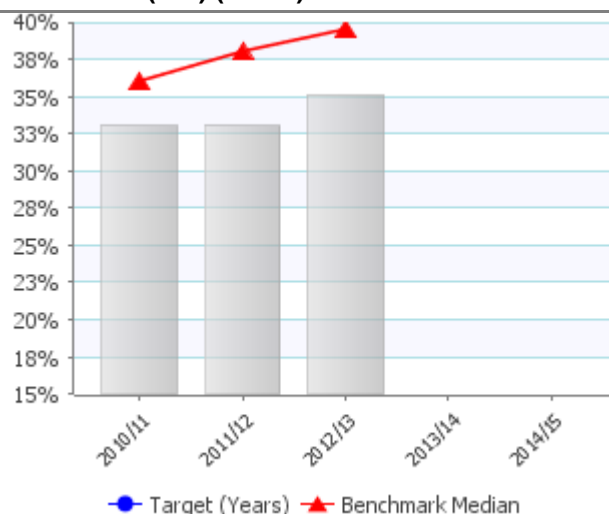


	Value	Target	Benchmark Median
2010/11	£2,260		£3,313
2011/12	£2,105		£2,954
2012/13	£1,999		£2,962
2013/14			
2014/15			

### CHN4\_ED040 Attainment of Children at Standard Grade by all children (SPI) (LGBF)

This measure considers the annual attainment of pupils achieving 5 awards at credit level at the end of fourth year of secondary school. Pleasingly, in 2013, there has been a 2% increase in the number of pupils achieving this level. Although this rise is welcome there is further work to be done across all Angus schools to improve attainment further as the figure is still 5% less than the benchmark median figure.

There has been focused work carried out with the team of Quality Improvement Officers and senior managers in secondary schools to identify at an early stage those pupils at risk of missing out on achieving 5 awards at level 5 and intervention strategies have been put in place to address this at school level.

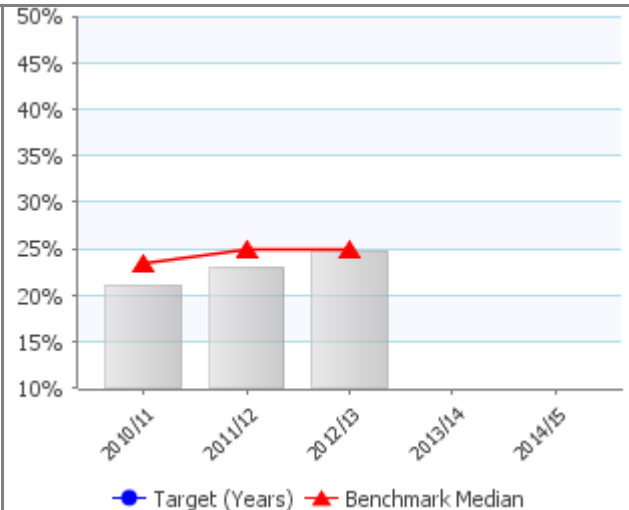


	Value	Target	Benchmark Median
2010/11	33%		36%
2011/12	33%		38%
2012/13	35%		40%
2013/14			
2014/15			

### CHN5\_ED041 Attainment of all children at Higher Grade (SPI) (LGBF)

This measure considers the annual attainment of pupils achieving 5 awards at Higher grade level at the end of sixth year of secondary school. Pleasingly, in 2013, there has been a 2% increase in the number of pupils achieving this level which is equal to the benchmark median figure.

There has been focused work carried out with the team of Quality Improvement Officers and senior managers in secondary schools to identify at an early stage those pupils at risk of missing out on achieving 5 awards at level 6 and attention has been paid to introducing new courses and programmes to enable enhanced relevance, personalisation and choice for senior pupils.

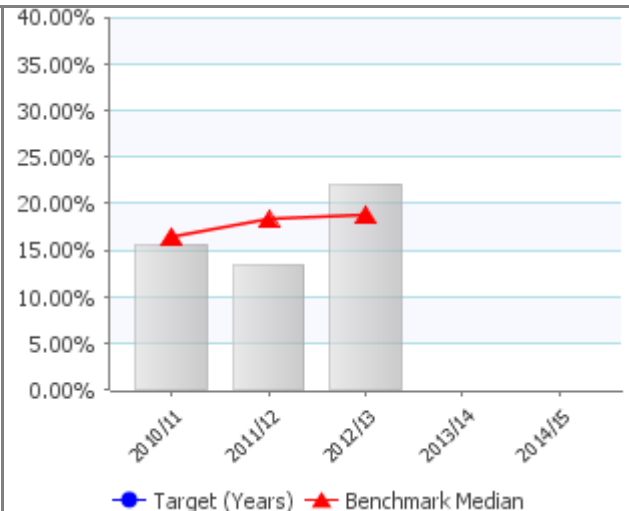


	Value	Target	Benchmark Median
2010/11	21%		24%
2011/12	23%		25%
2012/13	25%		25%
2013/14			
2014/15			

### CHN6\_ED060 Pupils in 20% most deprived areas getting 5+ awards level 5 (SPI) (LGBF)

A clear relationship exists between attainment and multiple deprivation both within and between Councils. In Angus, there has been a significant rise in the number of pupils in 20% of the most deprived areas achieving 5 awards at level 5 by the end of fourth year. A rise of 8.7% over 1 year has enabled Angus to be in the top ten local authorities and significantly above the benchmark median score of 18.75%

The focussed work to raise ambition and aspiration for all pupils in Angus, and specifically with this group of pupils, has been successful and will be continued across schools next session.

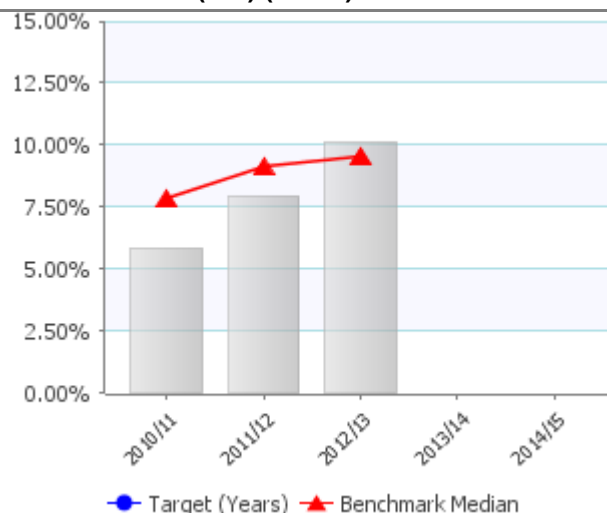


	Value	Target	Benchmark Median
2010/11	15.60%		16.48%
2011/12	13.42%		18.25%
2012/13	22.12%		18.75%
2013/14			
2014/15			

### CHN7\_ED062 Pupils in 20% most deprived areas getting 5+ awards level 6 (SPI) (LGBF)

A clear relationship exists between attainment and multiple deprivation both within and between Councils. In Angus, there has been a rise in the number of pupils in 20% of the most deprived areas achieving 5 awards at level 6 by the end of sixth year. A rise of 2.16% over 1 year and 4.27% over two years has enabled Angus to be in the top twenty local authorities and is slightly above the benchmark median score of 9.58%

The focussed work to raise ambition and aspiration for all pupils in Angus, and specifically with this group of pupils, has been successful and will be continued across schools next session.



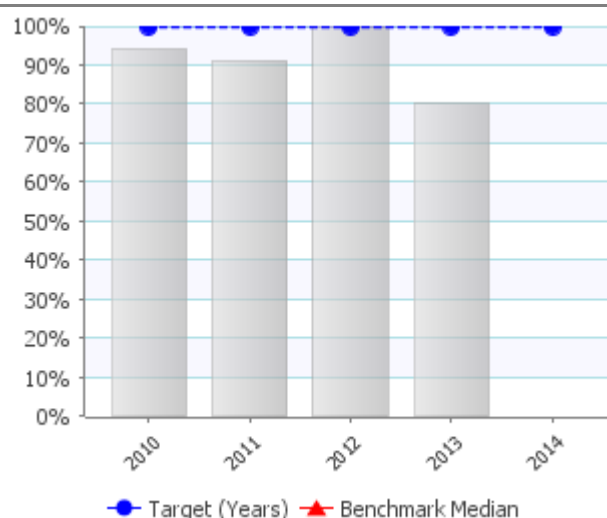
	Value	Target	Benchmark Median
2010/11	5.83%		7.87%
2011/12	7.94%		9.14%
2012/13	10.10%		9.58%
2013/14			
2014/15			

### ED001aCY Proportion of pre-school settings and schools receiving positive inspection reports (% of Quality Standards scoring Level 3 and above) (Annual/HMIE) (KPI)

Between April 2013 and March 2014, a total of 6 establishments were inspected by Her Majesty's Inspectorate (HMI) – two private and voluntary pre-school providers, three primary schools and their attached pre-school classes and one secondary school.

100% of these establishments received positive inspections, being evaluated as 'satisfactory' (level 3 on a 1-6 scale) or better against the three reference quality improvement measures in the national performance framework.

Clear action plans have been put in place in all six establishments with recommendations for further improvements achievable.



	Value	Target	Benchmark Median
2010	94%	100%	
2011	91%	100%	
2012	100%	100%	
2013	80%	100%	
2014	100%	100%	
2015			

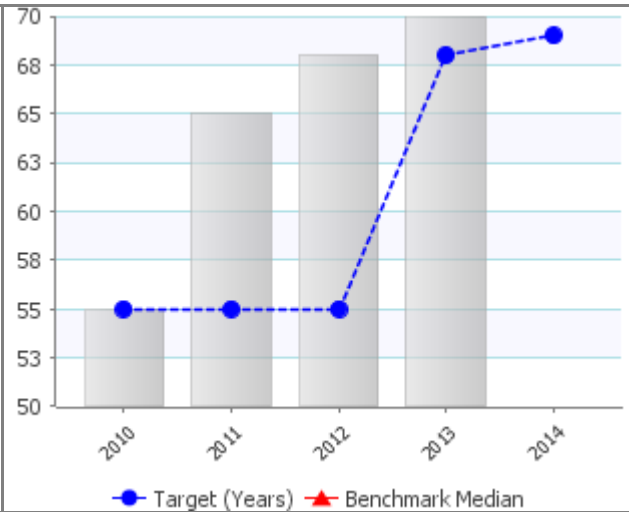


**ED002CY The average tariff score of the lowest attaining 20% (SOA 13/16) (KPI)**

The tariff score is based on the post appeal exam results of each year. The score for the lowest attaining 20% of pupils has continued to improve since 2010 with a rise of 15 points over the past 4 years.

Our target of 68 for 2013 has been exceeded by 2 points.

The focussed work to raise ambition and aspiration for all pupils in Angus, and specifically with this group of pupils, has been successful and will be continued across schools next session.



	Value	Target	Benchmark Median
2010	55	55	
2011	65	55	
2012	68	55	
2013	70	68	
2014		69	
2015		70	

**ED003CY The gap between the tariff scores of the lowest attaining 20% and the remaining 80% (SOA 13/16) (KPI)**

The tariff score is based on the post appeal exam results of each year. The gap between the lowest and highest attaining pupils has increased slightly this year although there has been a reducing trend over the past 3 years.

Although the average tariff score of the lowest 20% has risen, we are not successfully managing to close the gap between these pupils and the remaining 80% and our target score of 137 has not been met.

Closing the gap has become a national priority and Angus has very recently become involved in the national Raising Attainment for All Programme which is focused on this.



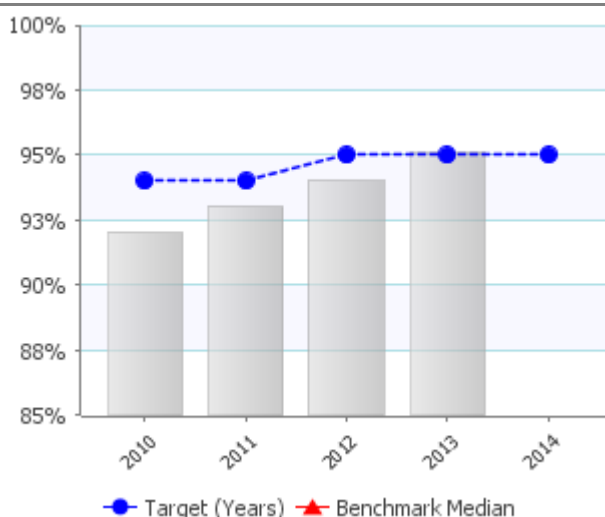
	Value	Target	Benchmark Median
2010	153	148	
2011	145	147	
2012	138	147	
2013	139	137	
2014		136	
2015		135	

### ED004CY % (3 year averages) of S4 pupils attaining English/Maths at level 3 (SOA13/16) (LPI)

The three year averages recorded in 2013 relate to the post appeal exam results. By the end of fourth year of secondary school, over the three year period 2011-2013, an average 95% of young people achieved an SQA accredited award in English and Maths at SCQF level 3 or better (the equivalent of Standard Grade Foundation Level or Access 3 or above).

This met the 95% target and an annual year on year 1% improvement has been achieved.

There has been focused work carried out with the team of Quality Improvement Officers and senior managers in secondary schools to identify at an early stage those pupils at risk of missing out on achieving English/maths awards at level 3.



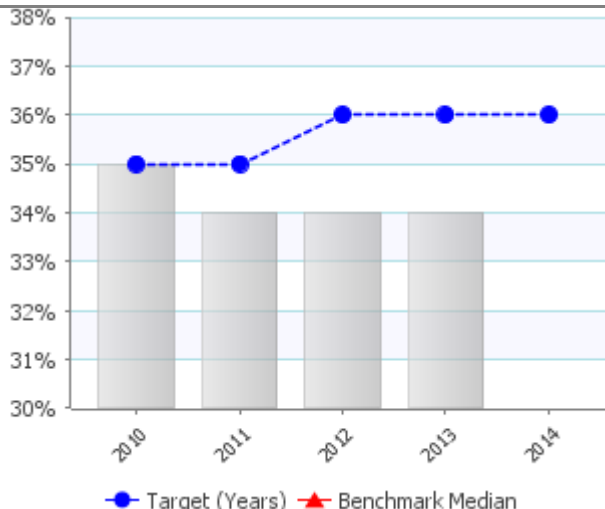
	Value	Target	Benchmark Median
2010	92%	94%	
2011	93%	94%	
2012	94%	95%	
2013	95%	95%	
2014		95%	
2015		95%	

### ED005CY % (3 year averages) of S4 pupils attaining 5+ at level 5 (SOA 13/16) (LPI)

The three year averages recorded in 2013 relate to the post appeal exam results. Over the past 3 years the average level has remained static at 34% despite an actual rise of 2% in the annual data for 2013.

The use of three year averages helps us to even out annual fluctuations but we are optimistic that we are at the beginning of an upward trend in results at this level.

Focused work has been carried out with the team of Quality Improvement Officers and senior managers in secondary schools to identify at an early stage those pupils at risk of missing out on achieving 5 awards at level 5.

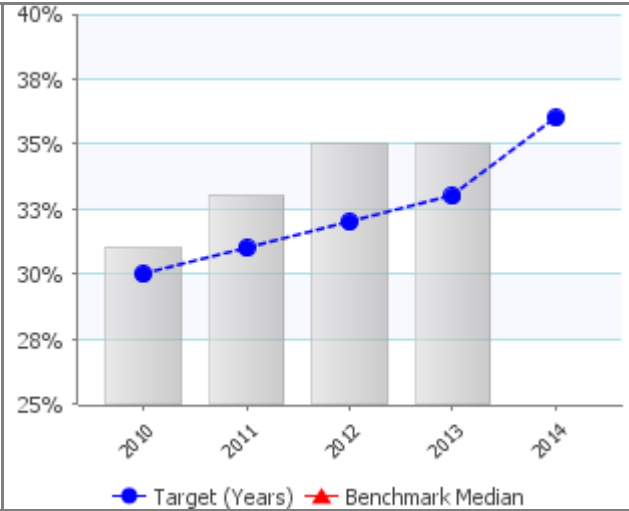


	Value	Target	Benchmark Median
2010	35%	35%	
2011	34%	35%	
2012	34%	36%	
2013	34%	36%	
2014		36%	
2015		36%	

**ED006CY % (3 year averages) of S6 pupils attaining 3+ at level 6 (SOA 13/16) (LPI)**

The three year averages recorded in 2013 relate to the post appeal exam results. Attainment at this level has remained at 35% over the past 2 years but risen by 4% since 2010.

We exceeded our target of 33% and our focused work with the team of Quality Improvement Officers and senior managers in secondary to schools to identify at an early stage those pupils at risk of missing out on achieving 3 awards at level 6 by the end of sixth year will contribute towards our ambition to improve further.



	Value	Target	Benchmark Median
2010	31%	30%	
2011	33%	31%	
2012	35%	32%	
2013	35%	33%	
2014		36%	
2015		37%	

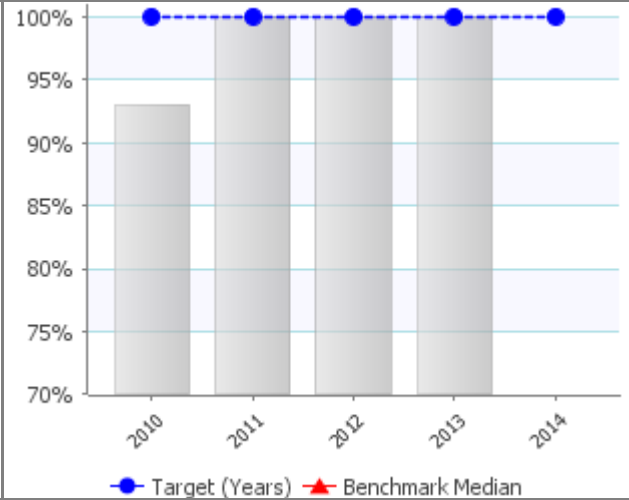
**ED016CY % of P1 pupils in class sizes equal to or less than 25 (KPI)**

Class sizes are measured in the annual school census which takes place each September.

All primary schools have achieved a 100% target for the third year running.

Guidance has continued to be provided to schools on class configuration and this has had a positive impact.

We work closely with schools to ensure all pupils have the very best start to the primary years and that continuity of experience between pre-school and primary one continues to improve.



	Value	Target	Benchmark Median
2010	93%	100%	
2011	100%	100%	
2012	100%	100%	
2013	100%	100%	
2014		100%	
2015			

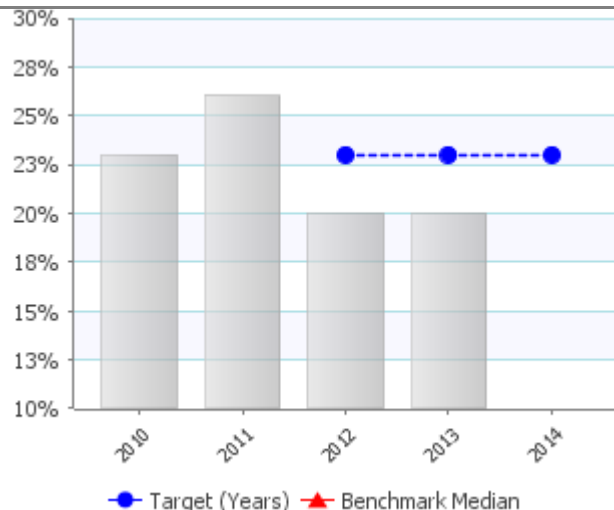
### ED017CY % P1-P3 pupils in class sizes equal to or less than 18 (KPI)

Class sizes are measured in the annual school census which takes place each September.

In 2013, 20% of pupils in primary 1 to primary 3 were in classes with 18 or less pupils. This meant that we continued to meet the national target of 20% but did not meet the local target of 23%.

One of the main challenges we have in meeting our own local target is related to the number of composite classes we have in our rural schools for primary one and primary two pupils as well as class configurations in rural schools.

We will continue to support schools in this area.



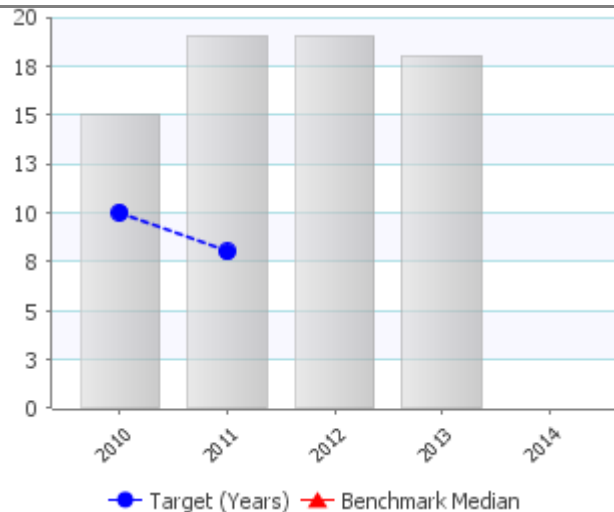
	Value	Target	Benchmark Median
2010	23%		
2011	26%		
2012	20%	23%	
2013	20%	23%	
2014		23%	
2015			

### Communities that are safe and strong

#### ED014CY Number of bullying incidents per 1000 pupils a) Primary (KPI)

The value of the number of bullying incidents reported in primary schools has stayed the same as last year at 18.

Schools have been very well supported by staff from the School and Family Support Service and this has enabled school staff to provide effective support and interventions for pupils and families. The number of reported incidents has continued to be rigorously monitored and schools have made very good progress in implementing resilience training programmes and anti-bullying strategies such as restorative practices. These programmes have been shared with parents and have received very positive feedback.

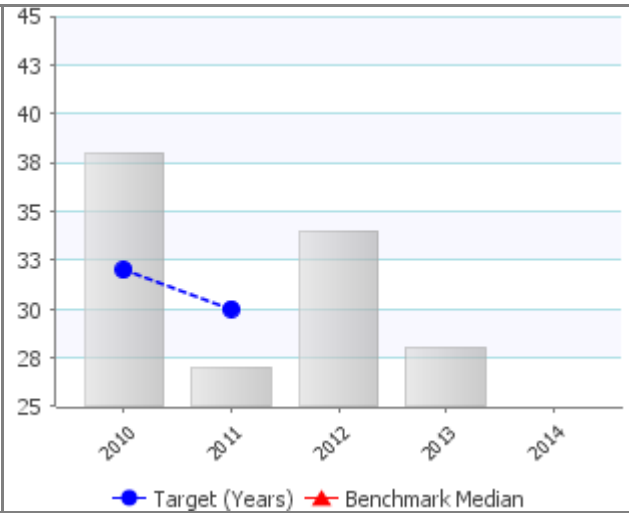


	Value	Target	Benchmark Median
2010	15	10	
2011	19	8	
2012	19		
2013	18		
2014	18		
2015			

**ED015CY Number of bullying incidents per 1000 pupils b) Secondary (KPI)**

The number of bullying incidents reported in secondary schools has reduced from 28 to 26 in 2014.

Schools have been very well supported by staff from the School and Family Support Service and this has enabled school staff to provide effective support and interventions for pupils and families. The number of reported incidents has continued to be rigorously monitored and schools have made very good progress in promoting restorative practices.



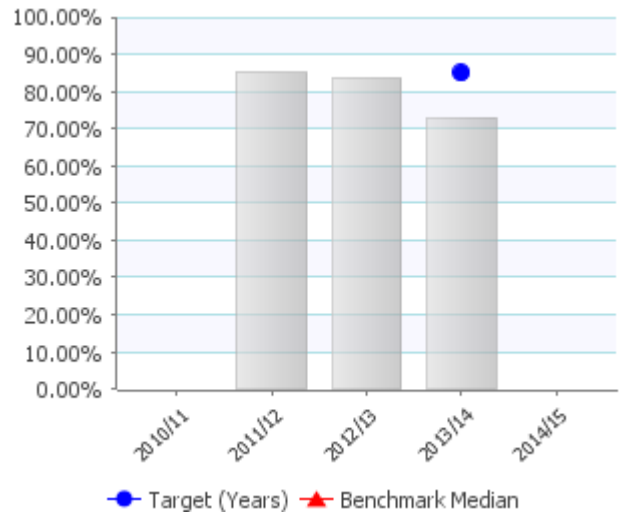
	Value	Target	Benchmark Median
2010	38	32	
2011	27	30	
2012	34		
2013	28		
2014	26		
2015			

**SWCJ001 % of community payback orders with a condition of unpaid work successfully completed at termination. (KPI)**

Performance for the CPO with UPW successful completion rate in 2013/14 was 73.0% and dropped 10.6 percentage points on 2012/13 rates (from 83.5%). This is against a target of 85%.

Although numbers of CPO with a condition of UPW has remained relatively stable – in terms of numbers and hours imposed – the number of orders that were terminated during this reporting year increased by 78.0% (from 164 terminations to 292). The number of ongoing orders has had a profound impact on resources and despite much effort, a long waiting list has never been able to be reduced. Furthermore, there has been a 40.7% increase in CPOs with a condition of UPW being breached (mainly for non-compliance) which has inevitably resulted in more orders being revoked (and hence decreased the successful completion rate).

Planned improvements include the setting up of a women-only UPW team, allowing more women to undertake UPW in the community (as opposed to being placed on individual placements), setting up an extra Sunday team (on alternative Sundays, allowing more service users who are normally employed during the week to undertake their UPW), and developing UPW projects, including the community garden and the bike workshop.



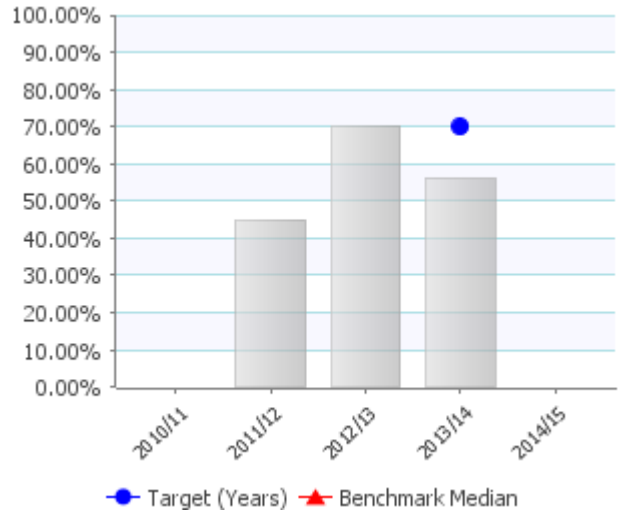
	Value	Target	Benchmark Median
2010/11	N/A		
2011/12	85.00%		
2012/13	83.54%		
2013/14	72.95%	85.00%	
2014/15			

**SWCJ002 % of community payback orders with a condition of supervision successfully completed at termination. (KPI)**

Performance for the CPO with supervision successful completion rate in 2013/14 was 56.0% and dropped 14.3 percentage points on 2012/13 rates. This is against a target of 70%.

Although numbers of CPO with a condition of supervision has remained relatively stable – in terms of numbers and months imposed – the number of orders that were terminated during this reporting year increased by 37.4% (from 91 to 125). The number of ongoing orders has had a profound impact on limited resources. This means that frontline workers are spending less quality time with service users. It is with understandable regret that there has been a 16.4% increase in CPOs with a condition of supervision being breached which has inevitably resulted in more orders being revoked (and hence decreased the successful completion rate).

Planned improvements include the setting up of a women-only team (Glen Isla) with dedicated team to work with the women, and a persistent offender team in conjunction with the Police and Arrest Referral. These groups are those with more complex needs, and by addressing these issues, it would be hoped to drive up the completion rates



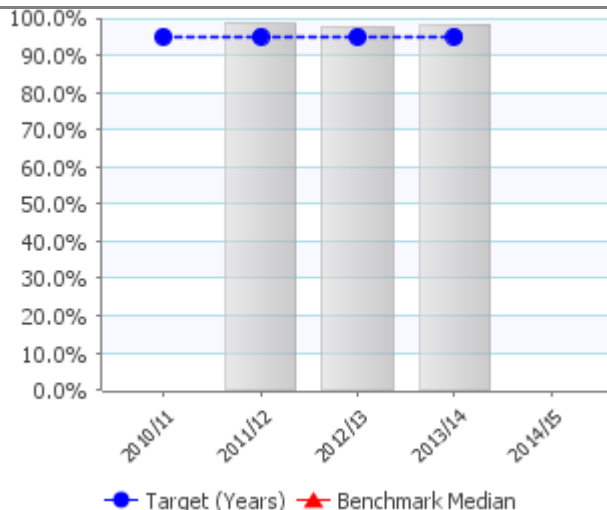
	Value	Target	Benchmark Median
2010/11	N/A		
2011/12	45.00%		
2012/13	70.33%		
2013/14	56.00%	70.00%	
2014/15			

### SWCJ003 % of criminal justice social work reports submitted on time (KPI)

Performance for the CJSWR submission rate in 2013/14 improved on 2012/13 by nearly one percentage point (from 97.5% to 98.4%). This is against a target of 95%.

This is especially pleasing as CJS continues to maintain high standards in CJSWR submission rates, performing above the high target of 95%. There was a slight drop in late reports (from 19 to 15) and this was despite a 24.3% increase in CJSWR submissions (from 746 to 927). This was despite stretched resources and the loss of the Youth Justice team in supporting the CJS.

At this juncture, there are no planned improvements except to continually monitor and maintain performance levels as they are.

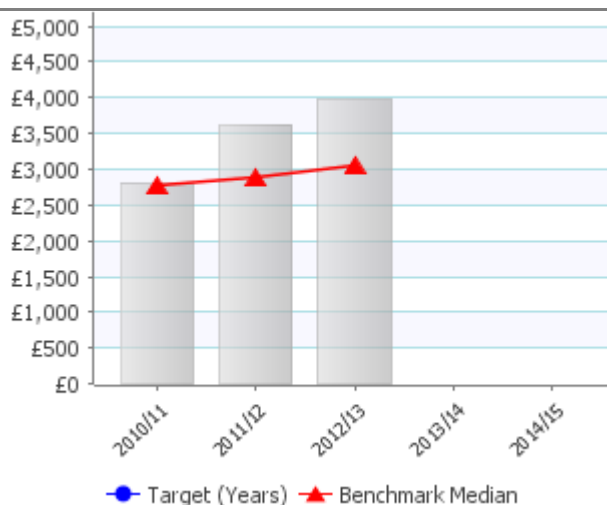


	Value	Target	Benchmark Median
2010/11	N/A	95.0%	
2011/12	98.4%	95.0%	
2012/13	97.5%	95.0%	
2013/14	98.4%	95.0%	
2014/15			

### Communities that are Caring and Healthy

#### CHN8a\_SWCS014 The Gross Cost of "Children Looked After" in Residential Based Services per Child per Week (SPI) (LGBF)

The strategy adopted in Angus has been to reduce the numbers of children and young people in residential care. This has the effect of increasing the average unit cost per placement given the complex needs of those remaining in such care.

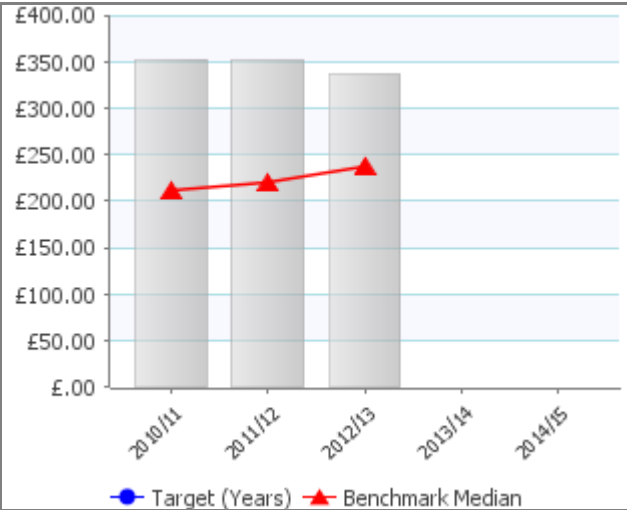


	Value	Target	Benchmark Median
2010/11	£2,793	£2,776	£2,776
2011/12	£3,631	£2,776	£2,884
2012/13	£3,978	£2,776	£3,061
2013/14			
2014/15			



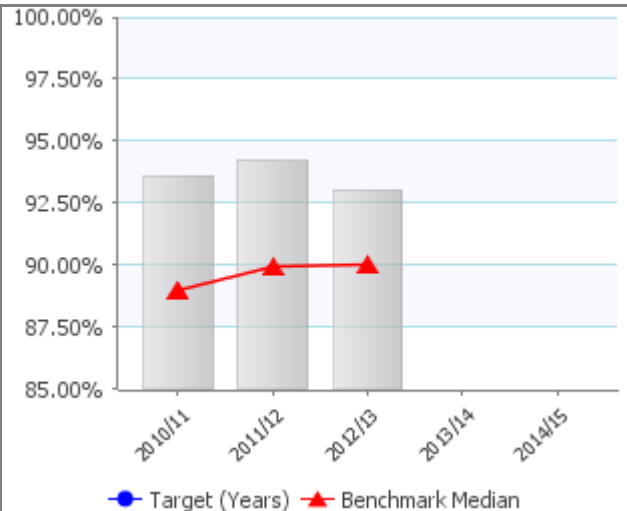
**CHN8b\_SWCS015 The Gross Cost of "Children Looked After" in a Community Setting per Child per Week (SPI) (LGBF)**

The costs of supporting looked after children in the community are inflated in Angus due to the high numbers of children and young people receiving support on a voluntary basis as opposed to the use of compulsory measure of care. In addition the strategy adopted in Angus to reduce the numbers of children and young people in residential care has the effect of increasing the average cost of supporting a child or young person in the community given the more complex needs of those who would otherwise be in residential care



	Value	Target	Benchmark Median
2010/11	£352.24		£211.18
2011/12	£351.22		£219.88
2012/13	£336.33		£238.16
2013/14			
2014/15			

**CHN9\_SWCS016 Balance of Care for looked after children: % of children being looked after in the Community (SPI) (LGBF)**

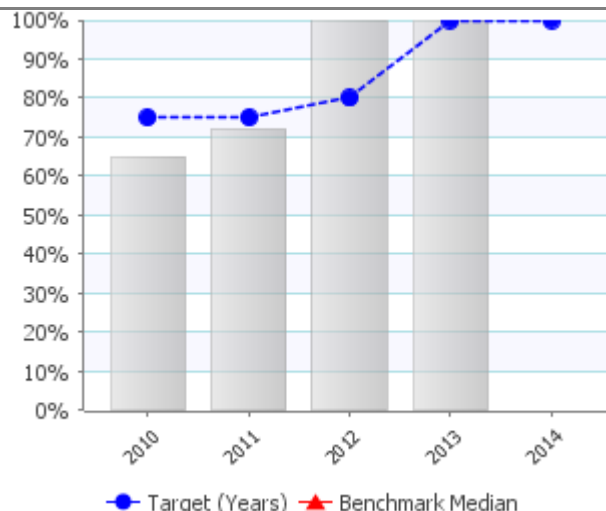


	Value	Target	Benchmark Median
2010/11	93.60%		89.00%
2011/12	94.19%		89.91%
2012/13	93.00%		90.00%
2013/14			
2014/15			

**ED009CY Number of primary schools meeting 2 hour physical education targets per week (SOA 2011-13) (KPI)**

In 2013, all pupils in Angus primary schools received 2 hours of physical education per week. This is the second year running we have met our 100% target.

Schools have had to be innovative about how to meet this target in that many primary schools have a gym hall that also serves as a dining room, thus restricting times it can be used for physical education lessons. They have overcome this challenge by developing plans and lessons to incorporate using outdoor spaces for physical education.

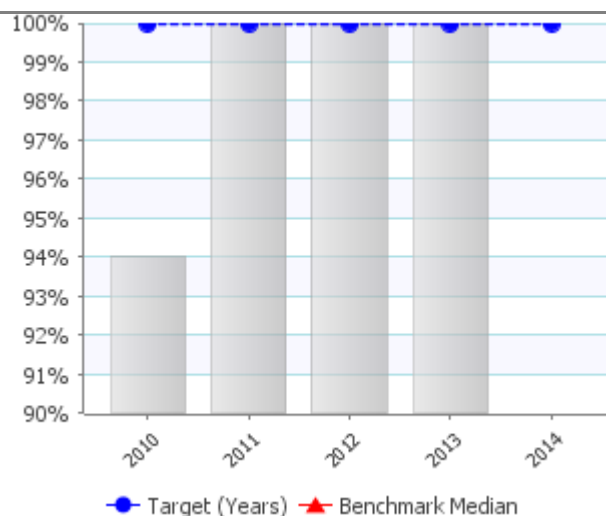


	Value	Target	Benchmark Median
2010	65%	75%	
2011	72%	75%	
2012	100%	80%	
2013	100%	100%	
2014		100%	
2015			

**ED010CY Number of secondary (S1-S4) schools meeting 2 periods physical education targets per week (KPI)**

In 2013, all pupils in S1-S4 in all eight secondary schools received 2 periods of physical education per week. This is the third year running we have met our 100% target.

Physical education is a key part of the health and wellbeing curriculum.

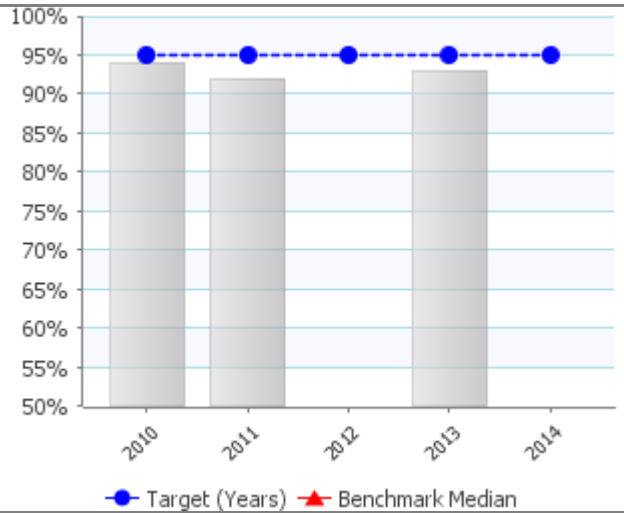


	Value	Target	Benchmark Median
2010	94%	100%	
2011	100%	100%	
2012	100%	100%	
2013	100%	100%	
2014		100%	
2015			

**ED011CY Proportion of P6/P7 children achieving 1 hour physical activity per day (SOA 2011-13) (KPI)**

This information is now gathered every two years. No data was gathered for 2012. In 2013, 93% of primary six and seven pupils achieved 1 hour of physical activity every day. This represented a 1% increase on 2011 but is still 1% less than that achieved in 2010. We have not succeeded in hitting our target of 95%.

There are many challenges in gathering accurate data for this indicator in that some of the required physical activity can happen outside of school. All schools try to profile pupil achievements outwith school and fully encourage pupils to be active both within and outwith school.

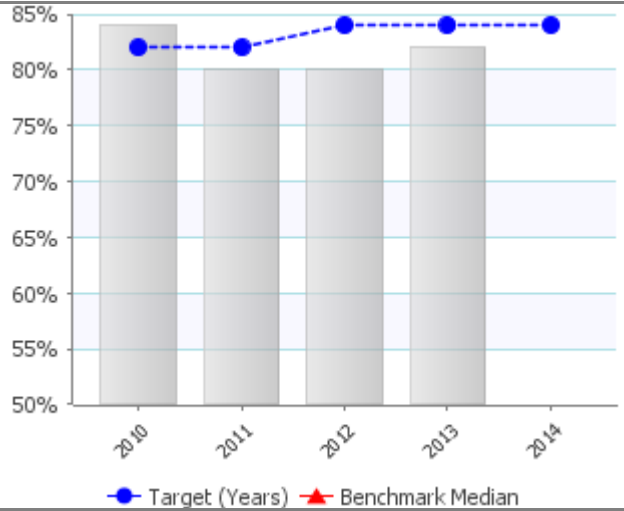


	Value	Target	Benchmark Median
2010	94%	95%	
2011	92%	95%	
2012	N/A	95%	
2013	93%	95%	
2014		95%	
2015			

**ED012CY Proportion of S1/S2 children achieving 1 period physical activity per day (KPI)**

The proportion of young people in S1 and S2 of secondary schools achieving 1 period of physical activity per day has risen by 1% to 82% in 2013. This is still short of our target of 84%.

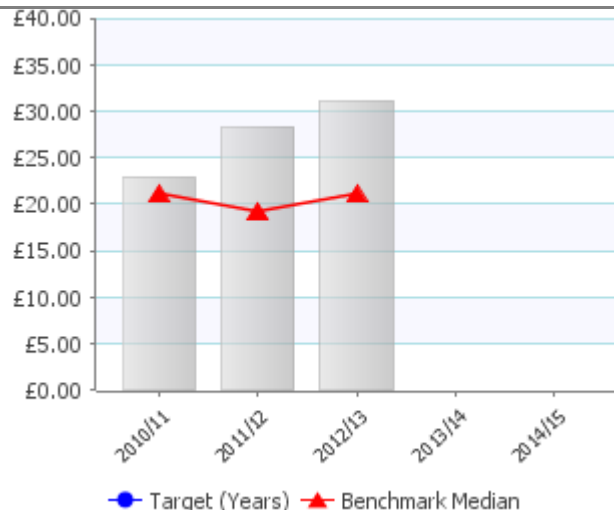
Schools have been reminded of the importance of ensuring physical activity is promoted across all departments in the school and that young people are encouraged to be active both within and out of school.



	Value	Target	Benchmark Median
2010	84%	82%	
2011	80%	82%	
2012	80%	84%	
2013	82%	84%	
2014		84%	
2015			

### SW1\_SWCC025 Older Persons (Over 65) Home Care Costs per Hour (SPI) (LGBF)

Angus home care costs per hour for over-65s increased from £28.31 in 2011/12 to £31.08 in 2012/13. In 2012/13 it cost the average Scottish council £21.13 per hour to provide home care for over-65s. This measure is part of the Local Government Benchmarking Framework first published in March 2013. We are working with other Scottish councils to make sure we're all measuring the same costs, to learn from each other and to improve services. We have not set targets for this indicator.



	Value	Target	Benchmark Median
2010/11	£22.84		£21.16
2011/12	£28.31		£19.31
2012/13	£31.08		£21.13
2013/14			
2014/15			

### SW2\_SWCC030 Direct payments spend on adults 18+ as a % of total social work spend on adults 18+ (SPI) (LGBF)

In 2012/13 direct payments spend on adults made up 1.6% of all adult social work spend, a rise from 1.5% in 2011/12. The equivalent figure for the average Scottish council in 2011/12 was 1.9%. This indicator is part of the Local Government Benchmarking Framework first published in March 2013.

Councils across Scotland are working together to compare services and learn from each other in order to improve the services they provide. Scottish councils are very different in terms of their economies, geography and so on, this means that the best solution in one area might not work in another. As this work progresses we will have more information to publish. We have not set targets for this indicator.

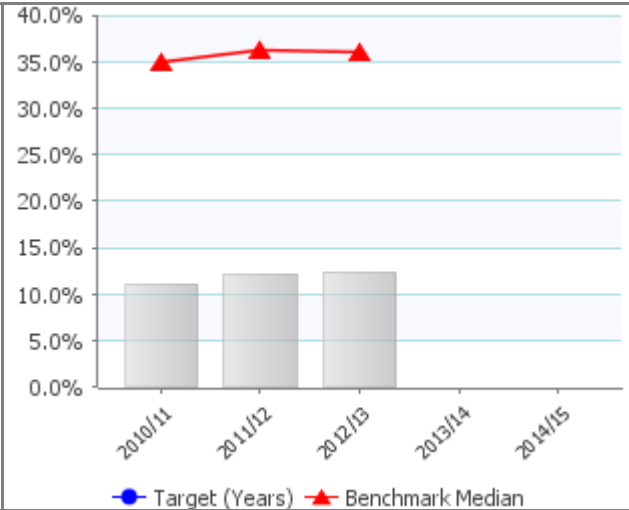


	Value	Target	Benchmark Median
2010/11	1.6%		1.1%
2011/12	1.5%		1.6%
2012/13	1.6%		1.9%
2013/14			
2014/15			

**SW3\_SWCC027 Percentage of people aged 65+ with intensive needs (plus 10 hours) receiving care at home (SPI) (LGBF)**

In 2012/13 12.3% of over-65s with intensive needs in Angus received care at home up from 12.2% in 2011/12. In the average Scottish council the equivalent figure in 2012/13 was 36%.

This indicator is part of the Local Government Benchmarking Framework first published in March 2013. Scottish councils are working together to learn from each other to improve the services they provide in very different social, economic and geographic circumstances. We have not set targets for this indicator.

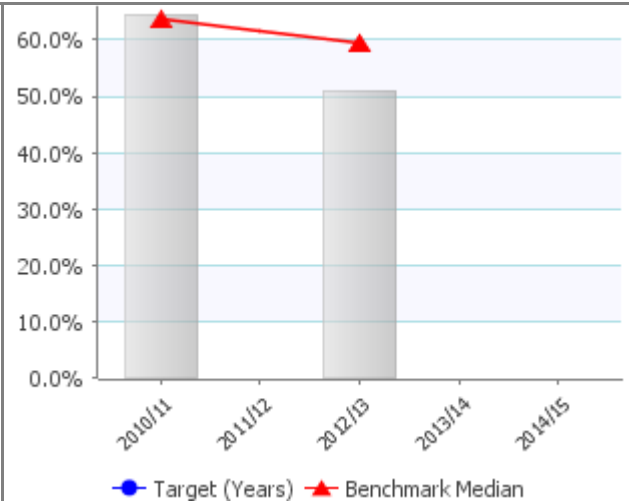


	Value	Target	Benchmark Median
2010/11	11.1%		35.0%
2011/12	12.2%		36.2%
2012/13	12.3%		36.0%
2013/14			
2014/15			

**SW4\_SWCC028 % of adults satisfied with social care or social work services (SPI) (LGBF)**

In 2012/13 51% of people surveyed were satisfied or very satisfied with social care or work services a fall from 64.4% in 2010/11. In the average Scottish council this figure was 59.5%.

Data for the measure comes from the Scottish Household Survey which is conducted across Scotland. Unfortunately, not all those surveyed use social care or social work services and the sample is small, which means that the data can be unreliable. We have not set targets for this indicator.

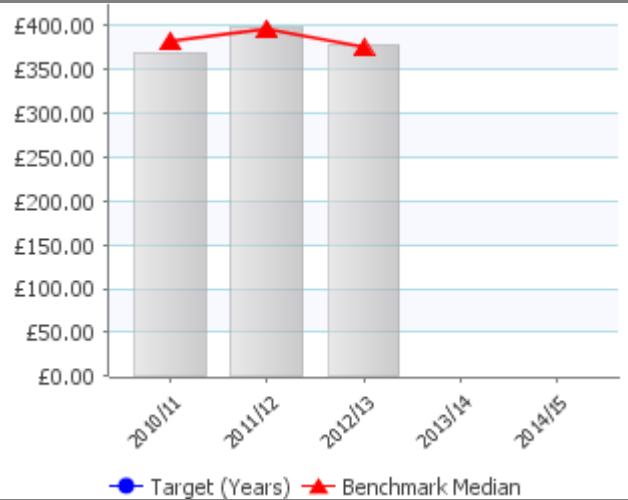


	Value	Target	Benchmark Median
2010/11	64.4%		63.6%
2011/12			
2012/13	51.0%		59.5%
2013/14			
2014/15			

### SW5\_SWCC031 Net Residential Costs Per Week for Older Persons (Over 65) (SPI) (LGBF)

In 2012/13 the net residential costs per week for older persons (over 65) were £377.42 compared to £397.96 in 2011/12. In the average Scottish council the cost was £375.40. We are just over the average cost.

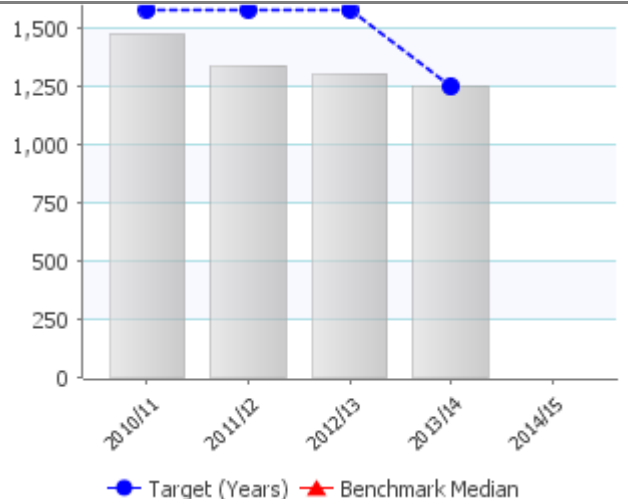
This measure is part of the Local Government Benchmarking Framework first published in March 2013. We're working with other Scottish councils to learn from each other and to improve services. Councils will meet in the autumn to look at the data so we'll have more information later.



	Value	Target	Benchmark Median
2010/11	£368.43		£383.31
2011/12	£397.96		£397.15
2012/13	£377.42		£375.35
2013/14			
2014/15			

### SWCC001 Number of people aged 65+ receiving homecare (KPI)

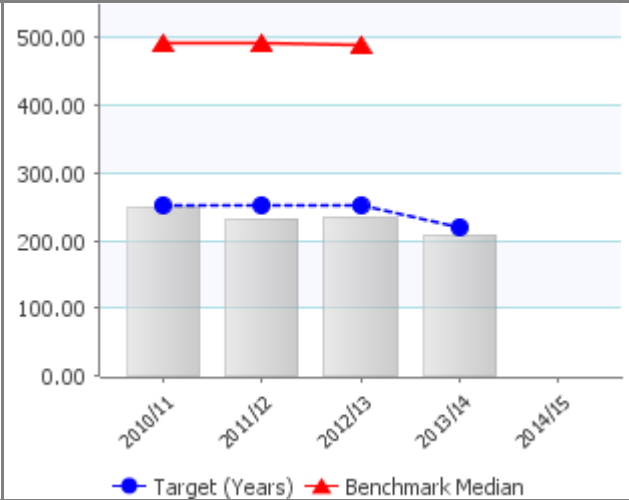
The number of over-65s receiving homecare fell from 1,306 in 2012/13 to 1,252 in 2013/14; this meant we missed our 2012/13 target of 1,580. However with our continued emphasis on our enablement approach, the number of people requiring homecare services has continued to decrease.



	Value	Target	Benchmark Median
2010/11	1,472	1,580	
2011/12	1,341	1,580	
2012/13	1,306	1,580	
2013/14	1,252	1,250	
2014/15			

**SWCC002 Number of homecare hours per 1,000 population aged 65+ (KPI)**

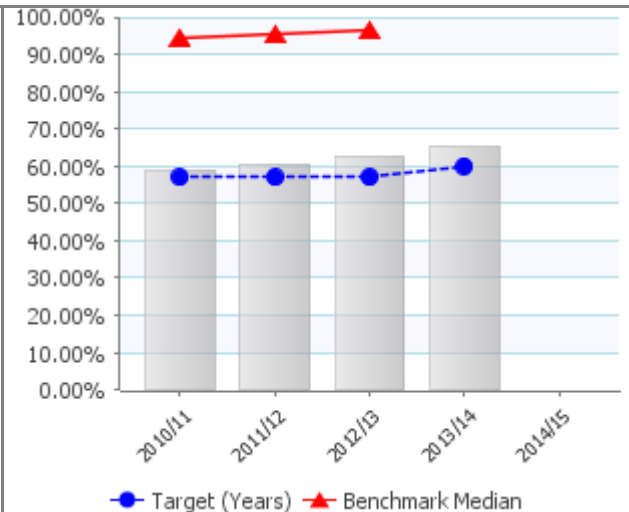
The number of homecare hours per 1,000 over-65s decreased from 233.70 in 2012/13 to 208 in 2013/14 but we missed our 2013/14 target of 220. The number of homecare hours per 1,000 of the population has remained static. Based on this trend there is a challenge in meeting the 2013/14 target as the population is increasing.



	Value	Target	Benchmark Median
2010/11	250.80	252.40	493.51
2011/12	232.39	252.40	493.62
2012/13	233.70	252.40	490.29
2013/14	208.00	220.00	
2014/15			

**SWCC003 As a proportion of homecare clients age 65+ the % receiving personal care (KPI)**

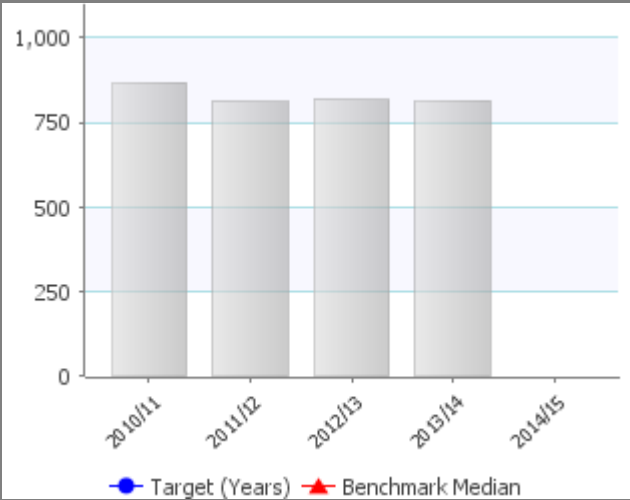
The percentage of homecare clients receiving personal care rose from 62.50% in 2012/13 to 65% in 2013/14 and exceeded our 2013/14 target of 60%. Performance in this area has been consistent.



	Value	Target	Benchmark Median
2010/11	59.00%	57.00%	94.61%
2011/12	60.40%	57.00%	95.42%
2012/13	62.50%	57.00%	96.47%
2013/14	65.00%	60.00%	
2014/15			

**SWCC003a As a proportion of homecare clients age 65+ the number receiving personal care (KPI)**

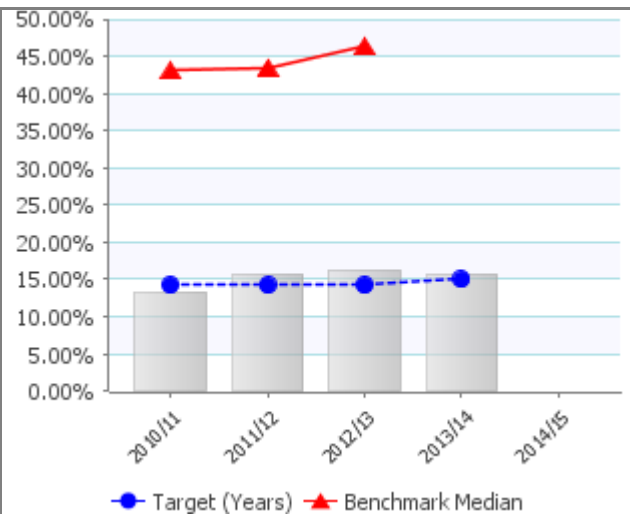
Slight decrease and this reflects the reduction in homecare clients receiving domestic assistance as a result of enablement.



	Value	Target	Benchmark Median
2010/11	868		
2011/12	810		
2012/13	816		
2013/14	814		
2014/15			

**SWCC004 As a proportion of homecare clients age 65+ the % receiving a service during evenings/overnight (KPI)**

The percentage of homecare clients receiving a service during evenings/overnight decreased from 16.2% in 2012/13 to 15.7% in 2013/14 and exceeded our 2013/14 target of 15%. The number of people receiving a service during evenings/overnight has remained fairly static.



	Value	Target	Benchmark Median
2010/11	13.30%	14.20%	43.02%
2011/12	15.70%	14.20%	43.49%
2012/13	16.20%	14.20%	46.31%
2013/14	15.70%	15.00%	43.02%
2014/15			



**SWCC004a As a proportion of homecare clients age 65+ the number receiving a service during evenings/overnight (KPI)**

We set a target of 15% for this indicator in 2013/14 and exceeded this. As the homecare clients reduce this has meant less at evening/overnights but an increase at weekends.

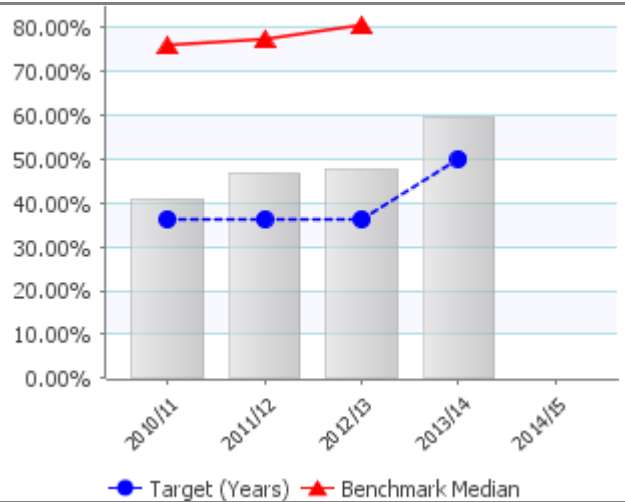


	Value	Target	Benchmark Median
2010/11	196		
2011/12	211		
2012/13	211		
2013/14	197		
2014/15			

**SWCC005 As a proportion of homecare clients age 65+ the % receiving a service at weekends (KPI)**

The percentage of homecare clients receiving a service at weekends rose from 47.5% in 2012/13 to 59.4% in 2013/14 and exceeded our 2013/14 target of 50%. We are, however, far below the average Scottish council in which 80.67% of homecare clients received a service at weekends. We have set a target of 50% for this indicator in 2013/14.

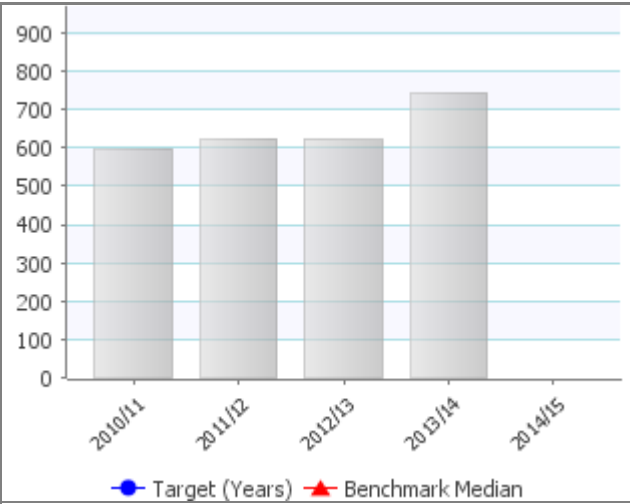
The policy to reduce care home placements has led to an increase in those individuals with complex needs receiving services at the weekends.



	Value	Target	Benchmark Median
2010/11	40.70%	36.30%	75.88%
2011/12	46.60%	36.30%	77.41%
2012/13	47.50%	36.30%	80.67%
2013/14	59.40%	50.00%	
2014/15			

**SWCC005a As a proportion of homecare clients age 65+ the number receiving a service at weekends (KPI)**

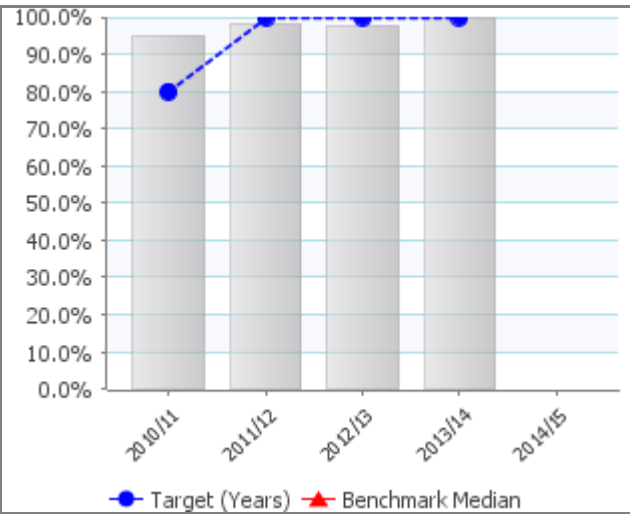
There has been an increase in the number of people receiving a service at weekends. This indicator needs to be reviewed and a target set.



	Value	Target	Benchmark Median
2010/11	599		
2011/12	625		
2012/13	621		
2013/14	744		
2014/15			

**SWCC006 % of people aged 65+ who are assessed as being at critical or substantial risk who have had their personal or nursing care services delivered within 6 weeks (SOA 2011-13) (KPI)**

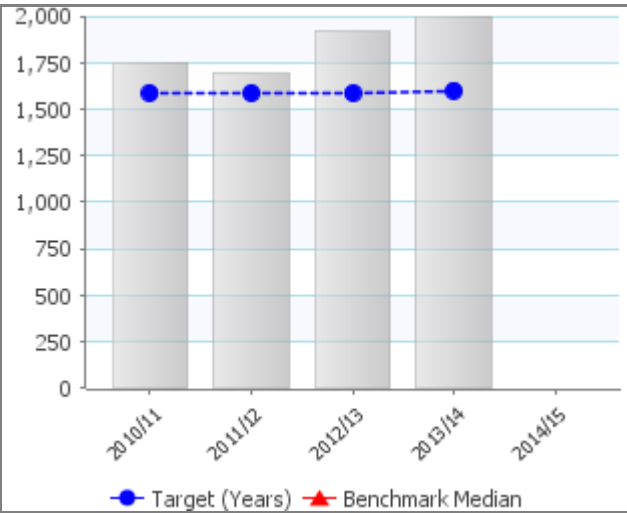
The target of 100% was achieved. This was achieved by changing service process and assessment.



	Value	Target	Benchmark Median
2010/11	95.0%	80.0%	
2011/12	98.0%	100.0%	
2012/13	97.5%	100.0%	
2013/14	100.0%	100.0%	
2014/15			

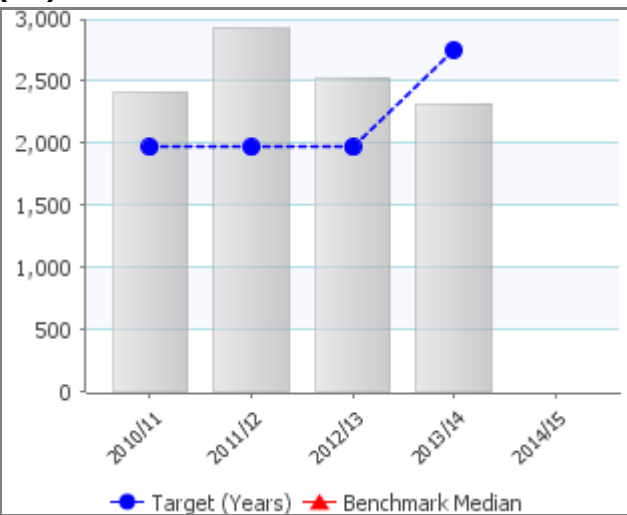
**SWCC007 Number of overnight respite weeks for all adults (KPI)**

The full year figure for the number of respite weeks provided has exceeded target. To support this work the Angus Carers Strategy 2013-2016 commits to explore innovative respite options, including Shared Lives and Short Breaks Schemes



	Value	Target	Benchmark Median
2010/11	1,749	1,586	
2011/12	1,689	1,586	
2012/13	1,917	1,586	
2013/14	3,600	1,600	
2014/15			

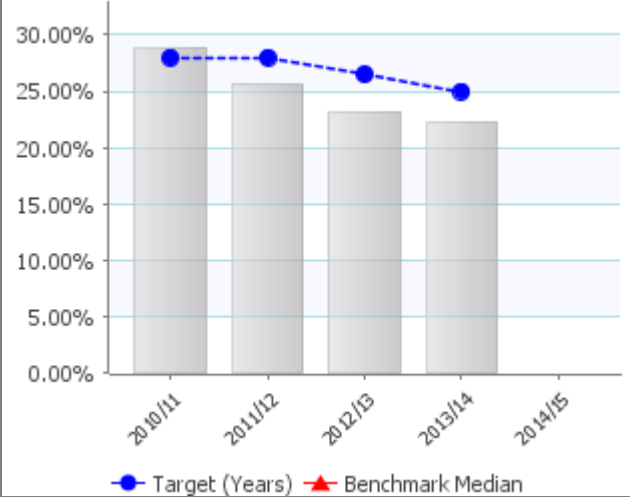
**SWCC008 Number of daytime respite weeks for all adults (KPI)**



	Value	Target	Benchmark Median
2010/11	2,412	1,968	
2011/12	2,920	1,968	
2012/13	2,530	1,968	
2013/14	2,320	2,750	
2014/15			

**SWCC009 Proportion of 85+ population supported in care homes (SOA 13/16) (KPI)**

Progress continues to exceed target. This is helped by 28 units for supported accommodation opening at the Kinloch Care Centre in Carnoustie in May 2013. There is a commitment outlined in the Single Outcome Agreement to reduce the proportion of 85+ supported in care homes to 23% by 2016.



	Value	Target	Benchmark Median
2010/11	28.90%	28.00%	
2011/12	25.60%	28.00%	
2012/13	23.20%	26.50%	
2013/14	22.30%	25.00%	
2014/15			

**SWCC010 Number of acute hospital admissions avoided through prevention of admission (SOA 13/16) (KPI)**

A review of the POA scheme is being undertaken by the partnership as part of the Health and Social Care Integration locality modelling



	Value	Target	Benchmark Median
2010/11	N/A	55	
2011/12	161	60	
2012/13	108	65	
2013/14	93	112	
2014/15		116	

**SWCC011 % of people requiring no care services following enablement (SOA 13/16) (KPI)**

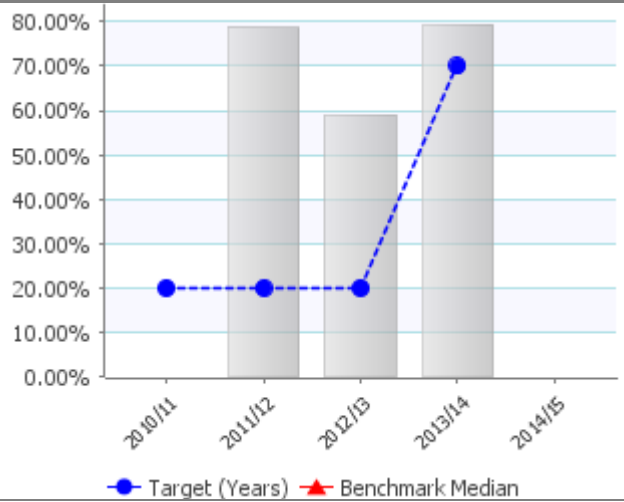
The target for this has been increased to reflect the good performance in this area and targets have been exceeded.



	Value	Target	Benchmark Median
2010/11	N/A	20.00%	
2011/12	54.50%	20.00%	
2012/13	65.40%	20.00%	
2013/14	85.20%	50.00%	
2014/15			

**SWCC012 Average % reduction in personal care required following enablement (KPI)**

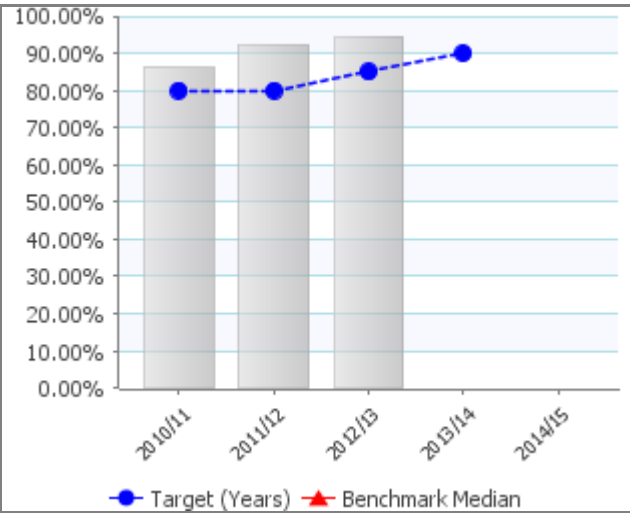
Improvement to processes in assessment/enablement, plus the target for this has been increased to reflect the good performance in this area and targets have been exceeded



	Value	Target	Benchmark Median
2010/11	N/A	20.00%	
2011/12	78.60%	20.00%	
2012/13	59.00%	20.00%	
2013/14	79.40%	70.00%	
2014/15			

**SWCS001 % referrals screened, prioritised and, where appropriate, initial action taken within 24 hours (KPI)**

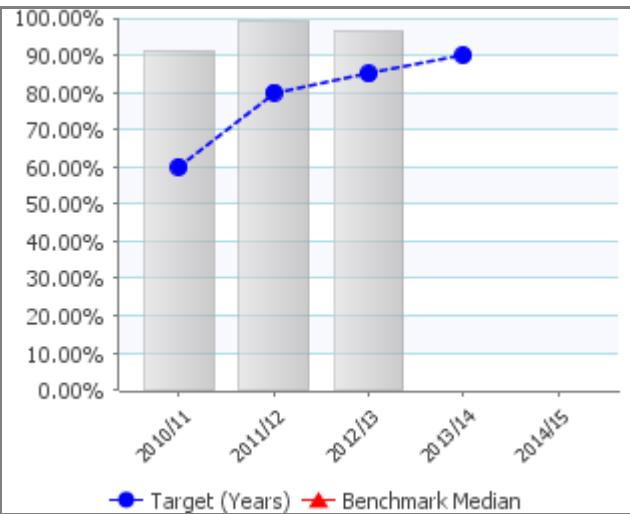
Angus Council continues to ensure that all concerns regarding a child or young person are responded to promptly.



	Value	Target	Benchmark Median
2010/11	86.00%	80.00%	
2011/12	92.23%	80.00%	
2012/13	94.60%	85.00%	
2013/14		90.00%	
2014/15			

**SWCS002 % of children on the Child Protection Register who are the subject of a Child Protection Plan within 14 days of registration (KPI)**

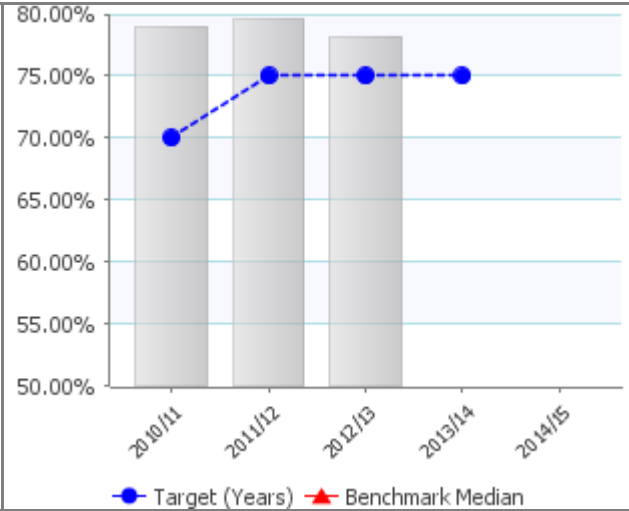
Ensuring that all children and young people in need of care and protection have adequate safety and care plans in place remains a priority for the service.



	Value	Target	Benchmark Median
2010/11	91.00%	60.00%	80.00%
2011/12	98.97%	80.00%	80.00%
2012/13	96.30%	85.00%	85.00%
2013/14		90.00%	
2014/15			

**SWCS003 % of children, open to the Directorate, being supported at home (KPI)**

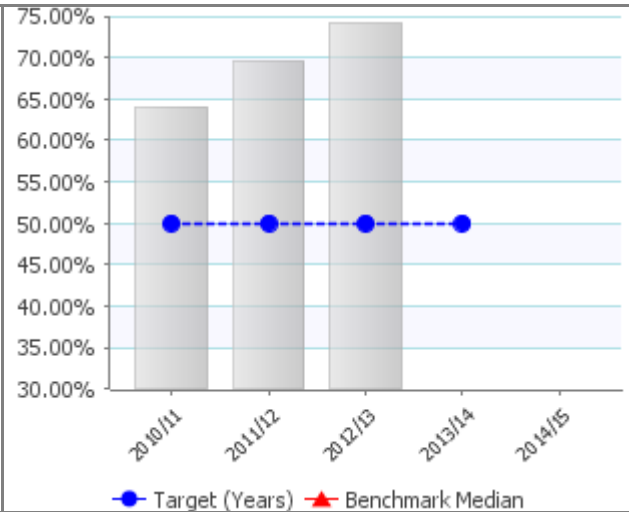
The percentage of children and young people being supported at home has increased. This figure can vary on a day to day basis dependent on the numbers of children subject to short term intervention.



	Value	Target	Benchmark Median
2010/11	79.00%	70.00%	
2011/12	79.63%	75.00%	
2012/13	78.20%	75.00%	
2013/14		75.00%	
2014/15			

**SWCS004 % of reports submitted to the Reporter within an agreed timescale (KPI)**

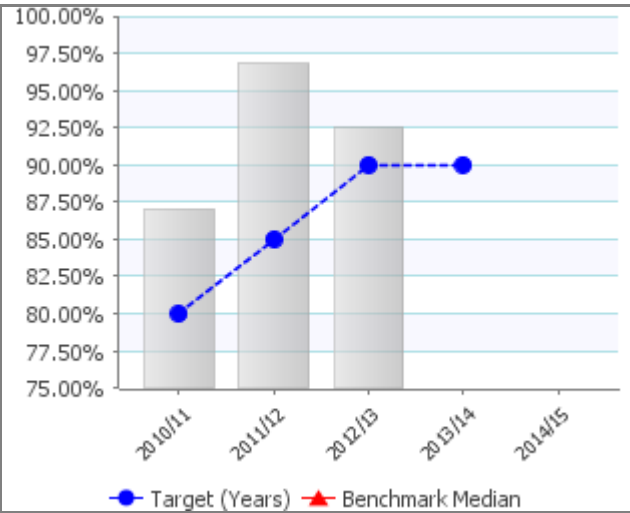
Statistical information regarding performance in this area has not been available since June 2013 when the SCRA introduced a new IT system.



	Value	Target	Benchmark Median
2010/11	64.00%	50.00%	
2011/12	69.55%	50.00%	
2012/13	74.09%	50.00%	
2013/14		50.00%	
2014/15			

**SWCS005 % of supervision requirements implemented within 7 days (KPI)**

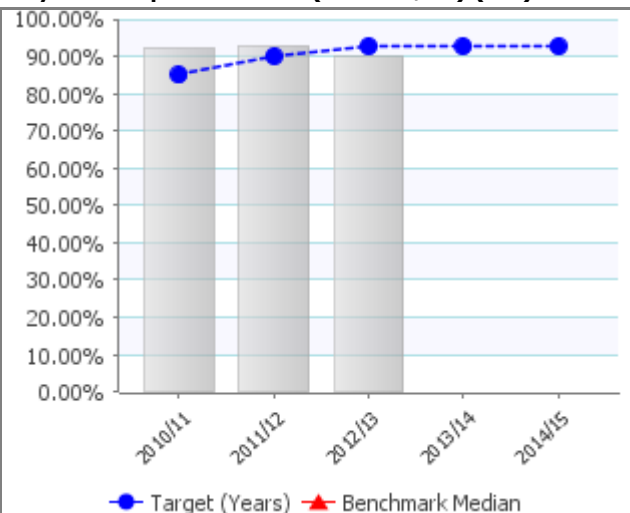
Performance in this area has dropped slightly. The drop relates to one sibling group where the family were on holiday and the staff concerned could not implement the supervision order.



	Value	Target	Benchmark Median
2010/11	87.00%	80.00%	
2011/12	96.77%	85.00%	
2012/13	92.50%	90.00%	
2013/14		90.00%	
2014/15			

**SWCS006 % of children looked after away from home in family based placements (SOA 13/16) (KPI)**

This has reduced slightly due to two young people being placed in secure care, necessary to ensure their safety.

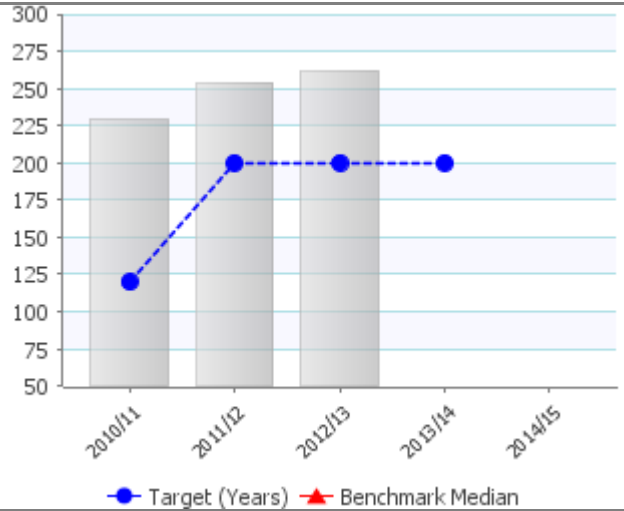


	Value	Target	Benchmark Median
2010/11	92.00%	85.00%	
2011/12	92.65%	90.00%	
2012/13	89.90%	92.65%	
2013/14		92.65%	
2014/15		92.65%	



**SWCS007 Number of weeks of respite care provided to children with a disability (KPI)**

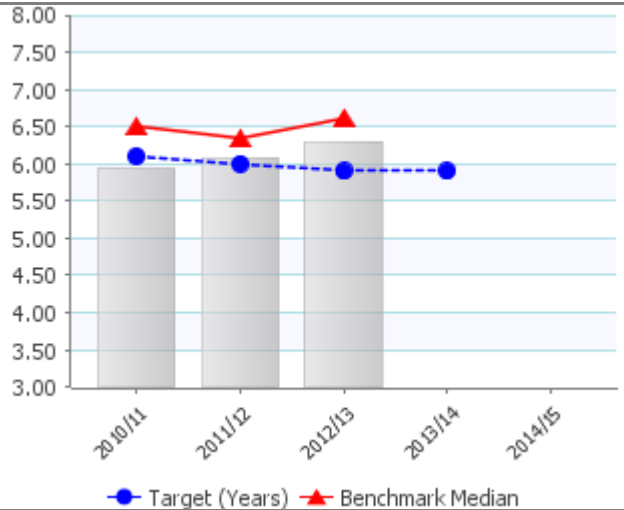
The level of respite care provided continues to increase due to the policy of providing respite care for children and young people in their own homes where this is possible



	Value	Target	Benchmark Median
2010/11	229	120	
2011/12	254	200	
2012/13	262	200	
2013/14		200	
2014/15			

**Managing Our Business**

**CEHR001 The average number of working days per employee lost through sickness absence for Teachers (LPI)**



	Value	Target	Benchmark Median
2010/11	5.93	6.10	6.50
2011/12	6.08	6.00	6.34
2012/13	6.30	5.90	6.62
2013/14	??	5.90	
2014/15			