

# Children and Families Standards and Quality Report 2011

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## Education, Children and Families Committee

15 November 2011

### Purpose of report

- 1 To advise the Committee of the Children and Families Standards and Quality Report 2011.

### Main report

- 2 The requirement for all education authorities to produce a standards and quality report is set out in the Standards in Scotland's Schools (2000) Act.
- 3 As well as meeting this requirement, the production of this report is now a well-established part of the Department's performance reporting framework as an annual report on the work of the whole Department.
- 4 The Children and Families Standards and Quality Report is based on the wide range of performance reports and indicators which are regularly reviewed by the Education, Children and Families Committee. Such reports include the annual attainment report, child protection performance, the bi-monthly performance information and the annual report on the Children and Families Service Plan
- 5 The Children and Families Standards and Quality Report shows good progress and improvement across all Children and Families Services over the period April 2010 to March 2011. It also highlights what we will do next to address areas that have been identified for further development.

### Financial Implications

- 6 There are no financial implications arising directly from this report.

### Equalities Impact

- 7 There are no equalities implications arising directly from this report.

## Environmental Impact

8 There are no environment implications arising directly from this report.

## Recommendations

- 9 It is recommended the Education, Children and Families Committee notes:
- a) The Children and Families Standards and Quality Report 2011

**Gillian Tee**  
Director of Children and Families

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Appendices	1. Children and Families Standards and Quality Report 2011
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Wards affected	None
Single Outcome Agreement	Not applicable
Background Papers	None



# Standards and Quality Report

## Children and Families 2011

# Foreword

Welcome to the Children and Families Standards and Quality Report for 2011.

When Children and Families was created, two key priorities were to provide more integrated services and to improve the support we provide to vulnerable children. This report clearly demonstrates the progress we have made in improving both our services to meet children's and young people's needs and outcomes for children and young people. Our commitment to improvement continues and in these difficult economic times it is even more important to know where to target our efforts and to know how well we are doing.

We continue to see strong performance for the most able and higher performing children and young people. Raising attainment for those lower attaining children and young people continues to be a priority, as does ensuring that we support our children and young people towards a positive destination on leaving school. We have also seen good improvement in our social work services for children at risk. We proceed from a platform of strong and sustained performance improvements and I am confident that we will continue to make great steps forward.

Over the coming year I am determined we will continue to build on the successes to date and improve outcomes for all children in this city.



**Councillor Marilyn MacLaren**  
**Convener of Education, Children and Families Committee**

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# Introduction

I am very pleased to present our Children and Families Standards and Quality Report for 2011. The report covers the period from April 2010 to March 2011 and sets out how our services have performed during this time.

Significant year on year improvements have been achieved across a wide range of performance indicators across the service. Assessing our progress helps us understand where we need to improve so that we realise our vision for all children and young people in Edinburgh.

Children and Families has begun to successfully implement Curriculum for Excellence, with a particular focus on the five priority areas identified together with stakeholders.

We are working to deliver our Early Years Strategy and Action Plan, based on the Early Years Framework.

Good progress is being made in 'Getting it Right for Every Child' and there is high joint agency commitment to meeting children's needs earlier and more effectively.

This report covers progress in these programmes and many others, and I invite you to read on to learn more about what Children and Families services have achieved over the past year and what we will do next.



**Gillian Tee**  
**Director of Children and Families**

# The National and Local Planning Framework

Nationally, the Scottish Government has set out 15 outcomes to achieve its objective for a wealthier and fairer; smarter; healthier; safer and stronger; and greener Scotland. These national outcomes set the planning and reporting framework for our services. Children and Families provides a wide range of services which contribute to the delivery of the national outcomes, as well as ensuring statutory obligations and local priorities are met.

## Our Vision

Our vision is for all children and young people in Edinburgh to enjoy their childhood and achieve their potential. Ultimately, we want all young people to leave school and enter adult life with positive options, making positive choices.

We believe that children and young people do best when they:

- are able to live safely, happily and in good health within their families with the right kind of support, as needed;
- attend first class, inclusive schools which meet their needs;
- are raised within caring supportive communities with access to a range of support and activities;
- can play a full part within their communities.

We all (Health, Police, Council and Voluntary Sector) need to work together to do all we can to strengthen support for families, schools and communities to meet their children and young people's needs. Schools, working jointly with other services, have a key role to play at the heart of their communities in providing a range of services to meet local people's needs.

## Our Strategic Objectives and Children's Services Priorities

We have continued to make progress across all seven of our strategic objectives. In addition to our strategic objectives, based on an assessment of areas where we needed to target more effort to secure improvement, we identified seven Children's Services Priorities. These priorities have been agreed together with our partners in the Edinburgh Children's Partnership. The seven Children's Services Priorities (CSPs) sit within strategic Objectives 1 to 6. Our Strategic Objectives and associated priority areas are detailed below:

**SO1- Our children have the best start in life, are able to make and sustain relationships and are ready to succeed**

Priority – Improve support in early years and identify and address problems early

**SO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities**

Priority – Improve educational outcomes for lowest attaining 20% of children with a particular focus on early literacy skills

**SO3 - Our children and young people at risk have improved life chances**

Priority - Improve outcomes and life chances for looked after children (with a key focus on those looked after at home)

Priority - Improve outcomes for children and young people in need of protection

**SO4 - Our children and young people are physically and emotionally healthy**

Priority - Improve health outcomes for children and young people in respect of healthy weight, emotional and mental health and risk taking behaviours relating to drugs, alcohol and sexual activity

**SO5 - Our children and young people are safe from harm or fear of harm, and do not harm others within their communities**

Priority - Reduce youth crime and antisocial behaviour

**SO6 - Our children's and young people's outcomes are not undermined by poverty and inequality**

Priority - Increase the number of young people leaving school into positive destinations

**SO7 - Providing quality services and making best use of our resources**



# Our children have the best start in life, are able to make and sustain relationships and are ready to succeed

## How are we doing?

- Continued to provide high quality pre-school education with 93% judged to be good or better by the Care Commission
- **All** children in Local Authority classes have access to a qualified teacher
- Teaching support to partner provider nurseries has increased
- **All** Local Authority nursery staff and 83% of voluntary and private sector staff meet qualification standards
- **Play Day** event in the Grassmarket involved over 500 families



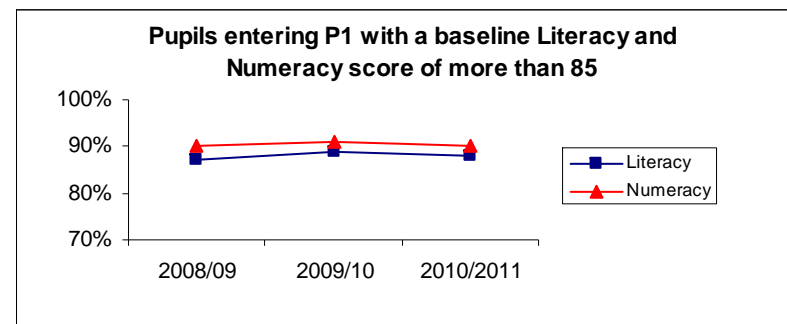
### National Play Day Event held in the Grassmarket

- 55.8% of children in P1 to P3 classes in **Positive Action** schools in class sizes of 18 or less
- Increasingly successful in identifying learners with additional support needs at an early stage with almost all such learners having their needs met within a mainstream setting

*“Younger children, and children with English as an additional language, are developing early language skills through play” – HMIE inspection report on St Leonard’s Nursery.*

- Almost all children identified as having a significant disability are offered support in the pre-school year

- Two new early years centres opened
- Maintained good performance in pupils entering P1 with baseline scores of more than 85 in literacy and numeracy



- Increased support to parents through the development of 52 **Peers Early Education Partnerships** (PEEP) groups across the city
- 750 parents and carers participated in **Family Learning** opportunities
- Held five roadshows to provide parents and staff with more information about delaying entry into primary school

## What we will do next

- Continue to improve the quality of early years services especially for 0-3 year olds
- Increase teaching support to Partner Providers by employing a further 2 peripatetic teachers
- Review resources available for affordable, accessible childcare
- Enhance support in identified areas of the city
- Develop play-based learning
- Continue to introduce more senior posts within nursery classes
- Continue to improve the transitions for young children
- Support parents to ensure children’s needs are identified early

# Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities

## How are we doing?

- An *Integrated Literacy Strategy* is in place
- 5,000 pupils receive free music tuition through the *Instrumental Music Service*
- 1,824 registrations with *Duke of Edinburgh's Award* with almost 1,000 young people taking part in Junior Award Scheme Scotland (JASS)



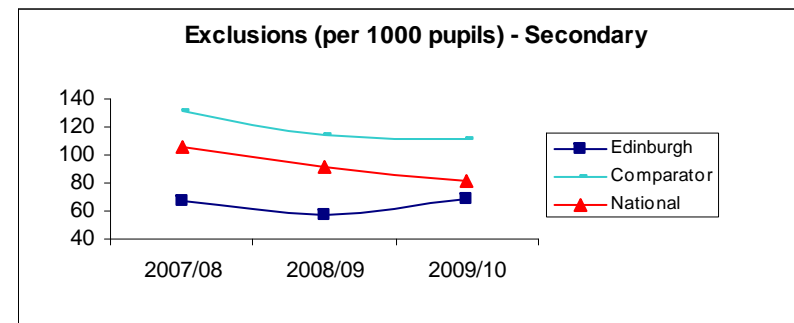
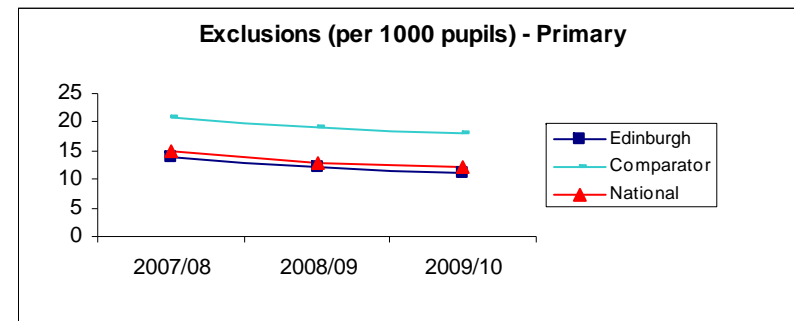
Duke of Edinburgh Award winners from Pilrig Park School

*“JASS encourages independent thought, discussion and group action, instils in the individual a sense of ownership in terms of their learning, and develops in participants key skills and perseverance and effective contribution” – Staff member, Castlebrae High School.*

- 63% of schools registered with *Get Set* (official London 2012 Education Programme)
- 90 athletes now in *City of Edinburgh Schools Sports Academy* programme with 80% achieving selection at regional or national level
- *Curriculum for Excellence* improvement plans for all curriculum areas have been produced and shared

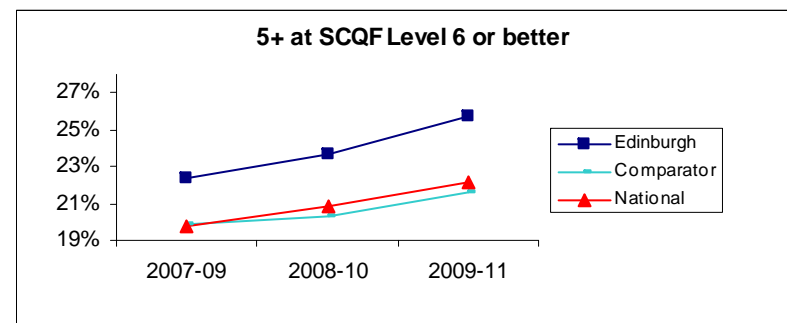
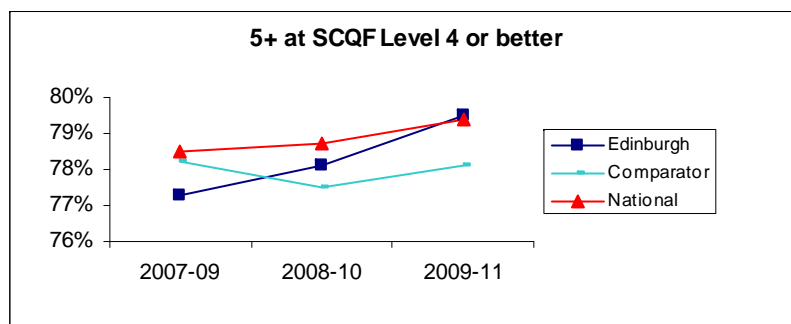
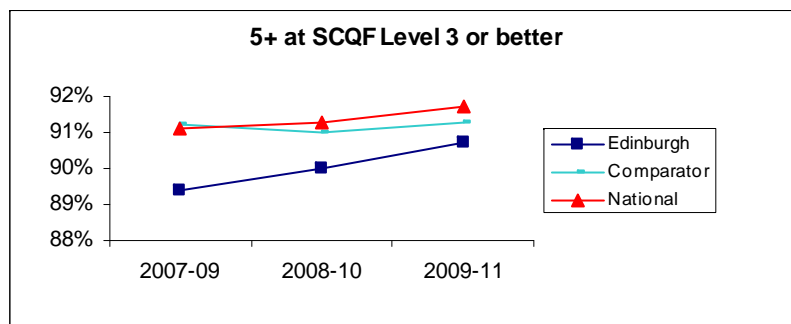
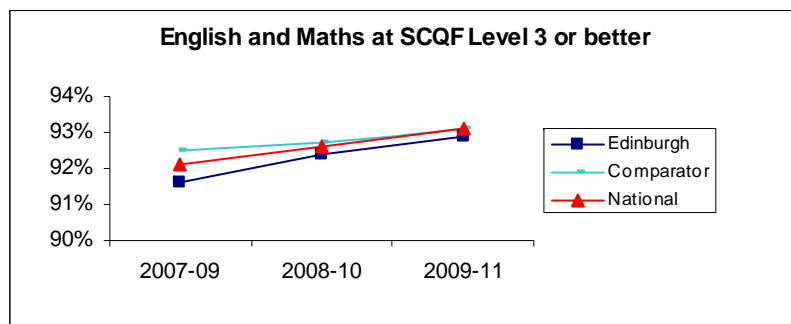
The Edinburgh Learning Festival showcased the best of the new Curriculum for Excellence in action

- *Glow* rolled out to all schools and nurseries in Edinburgh
- 94.8% attendance at primary and 91.1% at secondary (nationally 94.9% at primary and 91.3% at secondary)
- Permanent exclusions reduced to 27 from 54 in 2007/08
- 11 pupils per 1,000 excluded at primary and 69 at secondary (nationally 12 at primary and 82 at secondary)



- Almost all learners with additional support needs receive appropriate support within local authority provision and have their needs met within mainstream provision

- All seven National Priority secondary school attainment measures<sup>1</sup> show year-on-year improvement from 2007-09



- A range of standardised assessments put in place across the primary sector, including pre-school screening to monitor progress and benchmark performance
- 21 nursery and primary schools registered with the *Rights Respecting Schools* Award Programme
- 10,228 young people voted in the 2011 *Scottish Youth Parliament* elections, more than double the number voting in 2009
- *Outdoor Learning Strategy* for ages 3-18 developed
- Good arrangements are in place to ensure that most bilingual learners have their additional support needs identified

### What we will do next

- Further increase the number of pupils gaining awards at SCQF levels 3 and 4
- Further improve levels of reading, writing and numeracy for the lowest attaining pupils
- Focus on numeracy, literacy and health and wellbeing across learning as part of the Curriculum for Excellence implementation
- Support schools to use SEEMIS for tracking and monitoring
- Further improve school attendance, including tackling the issue of holidays in term times and taking a more assertive approach to persistent non-attendeess
- Increase the number of schools using JASS to cover all clusters
- Increase the number of Edinburgh schools using Benmore and Lagganlia Outdoor Centres

<sup>1</sup> Measures based on three-year rolling averages by the end of S6  
 Children and Families Standards and Quality Report 2011

- Continue to lead and support the implementation of Curriculum for Excellence with a strong focus on active learning and sharing standards
- Continue to support and challenge schools and target Quality Improvement Officer (QIO) support where needed
- Continue to deliver high quality CPD which focuses on improving attainment and achievement through more active approaches to learning.
- Improve the management information available to ensure needs are effectively identified, assessed and met, and progress is monitored

# Our children and young people at risk have improved life chances

## How are we doing?

- There are around 1,400 children who need to be looked after in Edinburgh
- Looked After and Accommodated Children's services strategy and improvement plan implemented



**15-year old Jade featured in the recent Foster Campaign**

- 60% of children placed were with City of Edinburgh Council foster carers

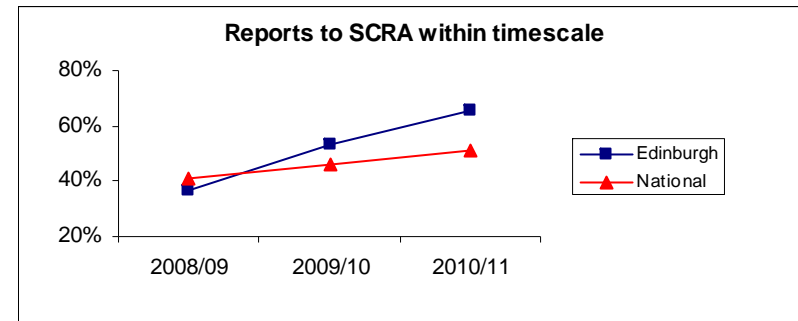
*“A new support group had been established for newly approved foster carers at their request and we were told this had been very successful in assisting new carers in their role” – Fostering Service Care Commission Report*

- A new procedure for reviewing children looked after at home was developed and implemented
- Review of Through Care and After Care services in process
- 46 children left care through adoption (up from 40)
- 86% (up from 80%) of Care Commission inspection reports had an average grading of Good or better. Edinburgh Secure Services were graded Excellent across both centres (St Katharine's and Howdenhall)

A *Young People in Care Council* has been established. The group is vibrant and insightful as evidenced by the “Views on Corporate Parenting” DVD

*“This group [Young People in Care Council] worked with senior managers and an independent advocacy group to further the interests of all Looked After and Accommodated children and young people catered for by the City of Edinburgh Council. We saw that this group was very positive and productive in promoting greater understanding of what was important to young people being looked after” The Care Inspectorate*

- 65% of Looked After Children entered a positive destination (59% nationally) and 78% achieved English and Maths at SCQF Level 3 (67% nationally)
- There are around 250 children on the Child Protection Register in Edinburgh
- 65.7% of reports to Scottish Children's Reporter Administration were submitted within timescale (51% nationally)



- 79% of initial and 65% of pre-birth case conferences were held within timescale (up from 75% and 45% in 2008/09)
- 85% of initial supervision visits were made within timescale (up from 72% in 2008/09)

- A new *Child Protection Improvement Plan* was developed around the four key areas for improvement detailed by the most recent inspection

The PrePare team, a specialist and multi-disciplinary team working with women assessed as high risk due to substance misuse, won silver at the prestigious Cosla Excellence Awards

- Two youth club type services and two all day clubs now provide services to children with disabilities
- Commissioned *Barnardo's Caern Project* to provide an early intervention service to families requiring a period of intensive behavioural support
- 37% of overnight respite nights provided were not in a care home

### What we will do next

- Continue to monitor, update and implement actions in the Child Protection Improvement Plan
- Continue to monitor and update the Looked After and Accommodated Children's services strategy and improvement plan
- Implement the findings of the review of Through Care and After Care services
- Improve assessment, planning and monitoring of support and the progress of looked after children attending school in other authorities
- Improve performance in timescales of reviews of Looked After and Accommodated children

# Our children and young people are physically and emotionally healthy

## How are we doing?

- 87 schools in Edinburgh took part in *National School Sports Week*
- 12,600 children and young people per term took part in *Active Schools*
- 2,932 children took part in the *Top Up primary swimming programme*, with 1,789 (61%) achieving level C5 (equivalent to the National School Swimming Award)



### Top Up Swimming programme in action

- *Community Sports Hubs* initiative introduced across three secondary school clusters has seen a significant increase in clubs involved in both extra-curricular activities and holiday programmes
- 1,117 P6 children attended cycle training
- 1,880 pupils took part in the P6/P7 Inter-Scholastic events
- *Health Promoting Schools* successfully implemented across all schools in the city with 92% accredited

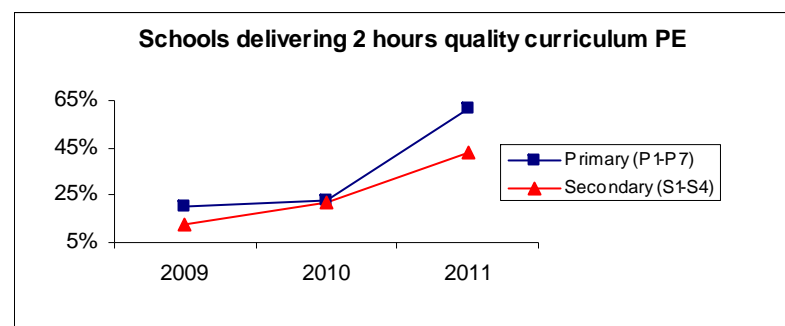
*“Children in the nursery classes .... understand the importance of being healthy and enjoy caring for the fruit and vegetables they have planted in the garden” – HMIE inspection report of St Mary’s RC Primary (Leith)*

- 73% of children entering school had no dental caries experience

- 1,645 S5 pupils attended sexual health seminars
- Risk taking behaviour policy under development to support a more integrated approach to personal and social education
- 43.7% of newborns exclusively breastfed at 6-8 weeks (26.1% nationally)

The Top Up Swimming programme won a national award from Scottish Swimming and is cited as an example of excellent practice

- Eight teenage pregnancies per 1,000 in under 16-year olds, down from 9.3 (8.0 nationally)
- 45 Edinburgh primary classroom teachers completed or undertaking the Government-funded Post Graduate Certificate 3-14 Physical Education course with Edinburgh University
- 62% of primary schools and 43% of S1-S4 in secondary schools achieved the target of two hours of quality curriculum PE



- 65 schools and early years settings now engaged with the *Growing Confidence* emotional wellbeing programme (up from 28)
- 88% (up 2%) of P3-P7 pupils answering the pupil wellbeing questionnaire stated that they ask for help when they need it and 82% (up 1%) stated they feel they have lots to be proud of
- 285 staff were trained in *Confident Staff, Confident Children* with 98% reporting a large / significant increase in understanding how to better promote positive mental health in the children they work with

## What we will do next

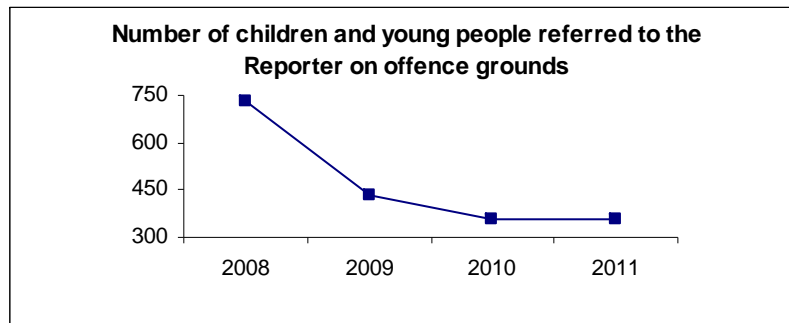
- Further increase the number of children/young people receiving two hours quality curriculum PE per week
- Increase the number of teenage girls and BME young people taking part in sport and physical activity, including dance
- Increase the number of children achieving level C5 in swimming
- Work to successfully mainstream the Growing Confidence Project and expand our work on emotional health and wellbeing
- Develop effective ways of gathering local data on the impact of risk taking behaviours to assess progress in this area
- Develop an integrated approach (in schools and communities) to addressing the issue of child healthy weight
- Continue to target and improve physical activity levels amongst teenage girls



# Our children and young people are safe from harm or fear of harm, and do not harm others within their communities

## How are we doing?

- Inter-agency pre-referral screening continued to keep the number of children referred to the Scottish Children's Reporter Administration on offence grounds to a minimum (365, down from 732 in 2008/09)



- 10 per 1,000 children to the Reporter for offending, lower than most other Scottish authorities including the four large cities
- Total number of offences charged by the police down by 24.5% to 2,110 (2,797 in 2008/9 through 2,511 in 2009/10)
- Development of restorative approaches as part of *Improving Relationships* strategy
- Anti-Bullying Conference held in March 2011

17<sup>th</sup> out of 34 UK local authorities in the Stonewall Equality Index due to robust policies and practices in challenging homophobia

- 67% of pupils at S2 said their school was good or very good at dealing with bullying
- New Policy, Procedures and Toolkit launched aimed at *Preventing and Responding to Bullying and Prejudice amongst Children and Young People*

- *Teen Triple P* (Positive Parenting Programme) for young people and their parents introduced with 16 families, with outcomes showing 80% reduction in parent stress and anxiety and 60% reduction in parent child conflict

*"I think all parents should have access to this before teenage years, as I have found it so helpful and wish I had this before problems arose" – Grandmother involved in Teen Triple P*

- *Cedar* (Children Experiencing Domestic Abuse Recovery) programme continued despite the cessation of Government funding involving 45 children per year in this therapeutic programme

Edinburgh has been chosen by the National Violence Reduction Unit to pilot the "Bystander" programme supporting young people to challenge negative behaviour and violence based on gender

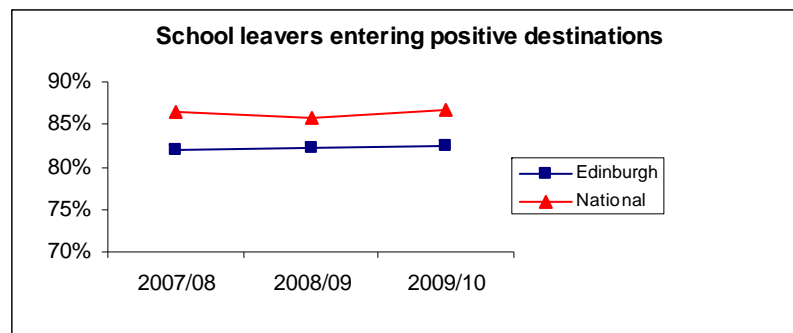
## What we will do next

- Further develop our engagement with young people who offend and their families about how our services can better support them
- Increase the percentage of pupils at S2 who say their school is good at dealing with bullying
- Implement actions arising from the analysis of the pupil self-evaluation survey
- Engage with *Show Racism the Red Card* to carry out workshops in 15 primary schools
- Continue to develop *Cedar* (including new staffing arrangement)
- Promote the use of the *Teen Triple P* programme for more families

# Our children's and young people's outcomes are not undermined by poverty and inequality

## How are we doing?

- Work-based youth work degree level course developed with Edinburgh's Telford College and Edinburgh's Napier University
- Improved system of identifying schools and nurseries requiring additional curricular support with literacy allowing more effective targeting of provision
- 82.5% school leavers enter positive destinations (86.8% nationally)



- Neighbourhood based local youth forums developed, linking with schools councils and the Edinburgh Youth Issues Forum, ensuring that young people have an effective voice

*“We take part in the youth forum because it’s interesting and we can change things so it’s better for us and other young people” - youth forum member*

- Range of community based educational activities from Adult Education Programme to literacy support for parents, and a wide range of children's clubs and youth clubs
- 7,396 adults engaged in improving literacy with 79% of these learners achieving all or part of their agreed learning goals
- Provision of *Family Learning*

- Free adult education provision offered in areas of disadvantage and to targeted priority groups

*“Learners’ attitudes, aspirations, and achievements are increased through well developed learning environments that provide appropriate challenge and support.” - HMIE Inspection of the Learning Community around Castlebrae Community High School March 2011*

- 1,092 non-English speaking people received English language tuition (up by 14.9%)

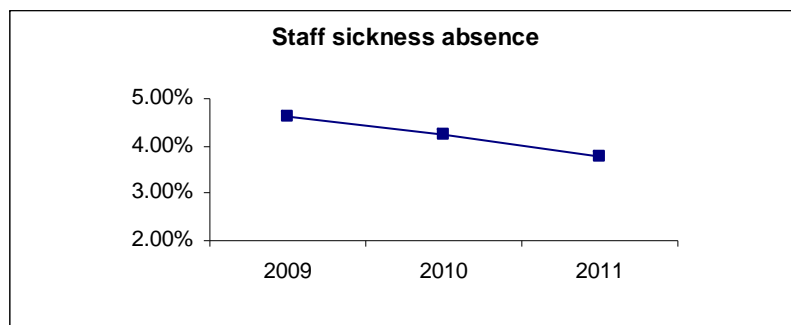
## What we will do next

- Develop improved provision for adults seeking help with literacy in order to improve their employability
- Continue to develop targeted work with parents that supports the raising of educational aspiration and achievement within families
- Improve the percentage of school leavers going on into positive destinations
- More systematic and collective approaches to planning to meet the needs of disadvantaged learners
- Develop a shared system to recognise, reward, accredit and celebrate the achievement of young people and adults.
- Increase the involvement of young people in capacity building activities
- Develop joint self-evaluation for shared improvement with partners including schools
- Develop a new management information system which will help us to work more effectively with partners at local level

# Providing quality services and making best use of our resources

## How are we doing?

- Mainstreaming of the *Getting it Right for Every Child* approach well underway
- We are getting to know ourselves better, with programmes of self-evaluation now undertaken routinely across the department
- Over 2,000 parents and carers took part in our first citywide self-evaluation survey of schools with results showing parents and carers being very positive about their child's experience at school
- 3,383 primary and secondary pupils completed the *About your school – views of pupils* questionnaire
- 9,845 pupils from 60 primary schools completed the *Growing Confidence Pupil Wellbeing* questionnaire
- Departmental staff attitudes survey carried out with results showing 69% of staff are satisfied with their job (nationally 62%)
- Staff sickness absence improved by 11%



- First revision of the *People Plan* to ensure staff feel valued, achieve their potential and deliver on departmental objectives, providing high-quality services to children and their families
- Internal review carried out towards re-accreditation of *liP* in five of the ten indicators with Children and Families achieving 88 of 91 assessed

- Three new secondary schools under development: James Gillespie's High School, Portobello High School and Boroughmuir High School

The curriculum-led design for the new James Gillespie's High School, created using the services of a pedagogic designer, was featured in an article in TESS in July 2010

- 20% of primary and 57% of secondary school pupils in new or refurbished accommodation (by 2011)
- 98% of primary and 87% of secondary schools judged satisfactory or better condition



**Proposed entrance to the new Portobello High School**

- Work begun to deliver a new community centre for Royston/Wardieburn
- Consultation begun on the future development of Gaelic education
- The *Parental Engagement Development Group* has used a roadshow approach to involve parents, head teachers and CLD staff in discussions on improving parental engagement
- Produced and disseminated the first Workforce Learning and Development annual report, following wide consultation

- Continued to support staff's learning and development through providing learning opportunities in the CPD directory and devolving around 40% of the Children and Families CPD budget
- Team planning, clearly linked to departmental strategic objectives, in place in nearly 80% of service areas
- *Children and Families Commissioning Plan* consulted on and approved by Council

### What we will do next

- Improve our approach to customer service across the department and achieve Customer Service Excellence accreditation for Children and Families services
- Implement the revised Edinburgh Improvement Model and Validated Self-Evaluation in the department
- Continue to monitor, update and implement the actions identified under the five areas of the People Plan
- Ensure the People Plan is informed by the outcomes of the liP review and the staff attitudes survey
- Produce service specific commissioning plans for each of the areas identified in the Children and Families Commissioning Plan