

Children and Families Service Plan 2012-15

Education, Children and Families Committee

21 June 2012

Purpose of report

- 1 To advise the Education, Children and Families Committee of the Children and Families Service Plan 2012-15.

Main report

- 2 The way in which planning is done within the Council has changed in this past year with a move towards Priority Based Planning. This will have an impact on the way Service Planning is carried out in the future.
- 3 Since the change in planning is still underway, there is no requirement from Corporate Governance for each Service Area to have a full Service Plan as in previous years.
- 4 Children and Families is fully committed to service planning, alongside team planning, self-evaluation, and performance management to ensure continuous improvement in all our services. We have therefore taken the decision to develop a Service Plan for this year.
- 5 The Children and Families Service Plan 2012-15 articulates:
 - Our vision for children and young people in Edinburgh
 - Our seven strategic outcomes – why they are important and how we will measure progress towards them
 - Our six priorities for action – based on regular monitoring of progress
- 6 This plan aligns fully with the Edinburgh Partnership's Single Outcome Agreement, the Integrated Plan for Children and Young People, the Council's strategic outcomes and the Coalition Agreement Commitments.

Financial Implications

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

Equalities Impact

- 8 There are no equalities implications arising directly from this report. The plan contains an indication of where there is an equalities element to each of the indicators.

Environmental Impact

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

Recommendations

10 It is recommended the Education, Children and Families Committee notes:

a) The Children and Families Service Plan 2012-15

Gillian Tee
Director of Children and Families

Appendices	1. Children and Families Service Plan 2012-15
Contact/tel/Email	Karen Brannen – Performance Manager Tel: 0131-469-3494 Email: Karen.brannen@edinburgh.gov.uk
Wards affected	None
Single Outcome Agreement	Not applicable
Background Papers	None

Service Plan

Children and Families 2012-15





Paul Godzik
Convener



Gillian Tee
Director

Foreword

We are committed to delivering the highest level of service for every child and family across Edinburgh. We will do this through a co-operative approach which will take account of, and engage, the citizens of Edinburgh in decisions which affect them.

We will work to redesign services using innovative approaches such as provision of childcare co-operatives for affordable childcare for working parents. We will redesign services to shift the balance of resources from high-end service provision to early intervention.

We are determined to place the needs of children, young people and their families at the heart of our services. We want all children and young people to enjoy being young and achieve their potential. 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;
- they attend first class, inclusive schools which meet their needs;
- they are raised within caring, supportive communities with access to a range of support and activities;
- they can play a full part within their communities.

At the core of our thinking is that all our work should be child-centred. This means that all services are fitted around the needs of children, young people and their families.

Central to all we do is the need to develop self-confidence and resilience amongst children and young people and the need to develop a collective sense of responsibility within communities for vulnerable children and those in greatest need.

Working with our partners in health, police, the voluntary sector and others is the best way to progressively impact on the big issues such as the significant levels of poverty and inequality and the high levels of drug misuse in the city. Together with our partners we have made significant progress to improve services for children and young people.

Within this service plan we detail the ways in which we can help all our children have the best start in life, be successful learners, confident individuals, effective contributors and responsible citizens, develop healthy lifestyles, and leave school with positive destinations and with skills and motivation for lifelong learning.

Gillian Tee
Director of Children and Families

Councillor Paul Godzik
Convener of Education, Children and Families

Overview

Introduction

This plan sets out our key priorities for achieving our vision that Edinburgh's children and young people enjoy their childhood and achieve their potential. The plan covers the next three years and is reviewed annually. The service plan is a high level document with more detailed plans, such as team plans and service-specific improvement plans, feeding in. Throughout this document there are references to more specific areas of work and service developments.

As well as regular detailed performance monitoring of our priorities and outcomes, each year we produce a Standards and Quality Report which sets out progress and areas for further improvement.

About Children and Families

Children and Families provide a wide range of services for children, young people and families. They range from educational services (including schools, additional support for learning, sports and outdoor education, arts, music, global citizenship, health and wellbeing promotion) to children and young people's social work services (including child protection, looked after children, family support services and residential services) to community learning and adult education programmes to early years and pre-birth.

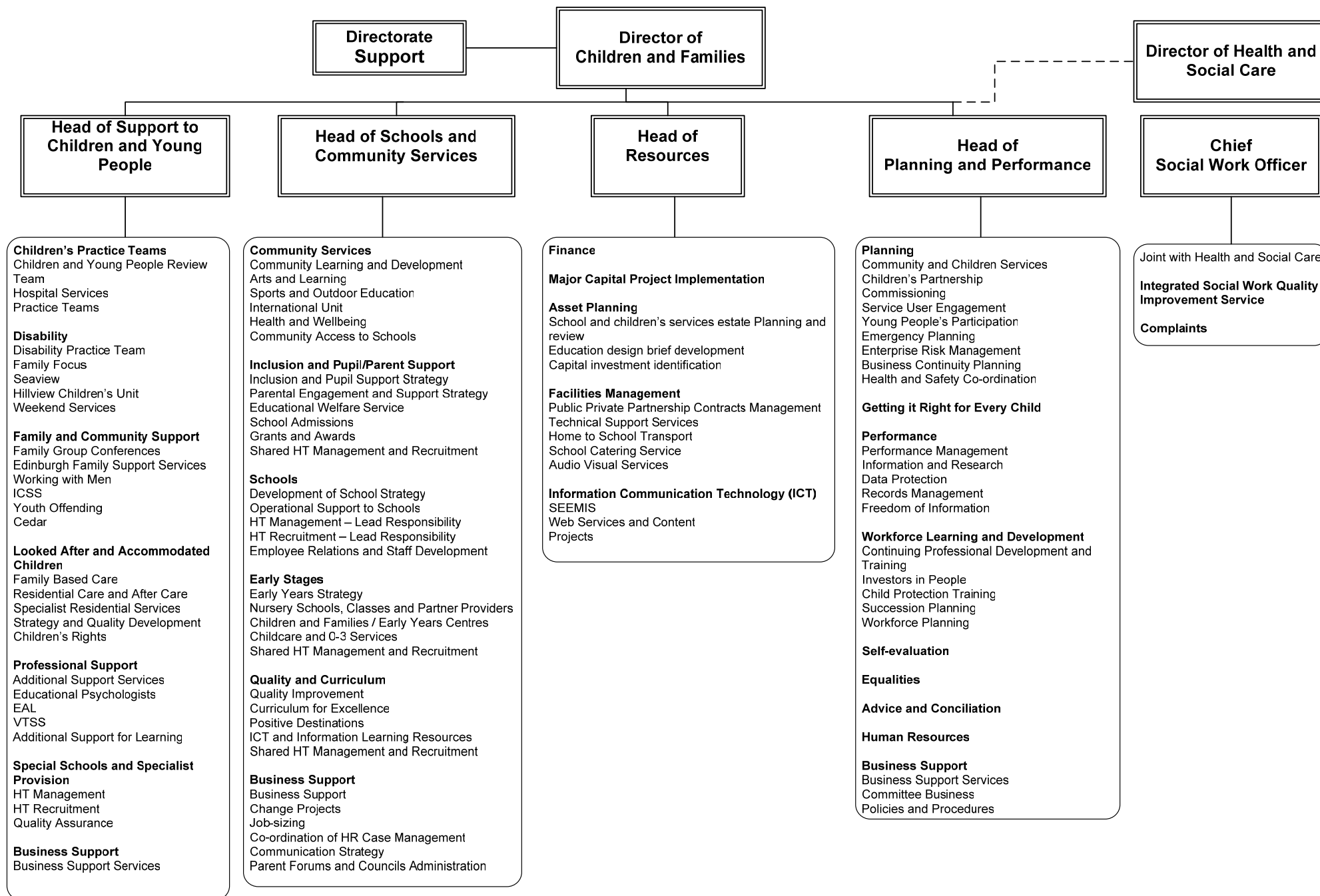
Overarching this is the aim to provide high quality services whilst making best use of resources.

Children and Families includes:

- 9 Child and Family Centres
- 16 nursery schools (one includes a specialist class)
- 69 nursery classes (one includes a specialist class)
- 5 Early Years Centres
- 87 primary schools (six include specialist classes)
- 23 secondary schools (four include specialist resources)
- 13 special schools and services (two with specialist nurseries)
- A range of specialist teaching services and support services for additional support needs
- An educational psychology service
- 10 residential units, including close support and secure provision
- 7 practice teams including a disability practice team
- 42 community centres

The authority is also in partnership with around 120 pre-school providers per year who provide pre-school education and care to around 40% of Edinburgh's children.

The diagram on Page 3 sets out a summary of the services provided by Children and Families.

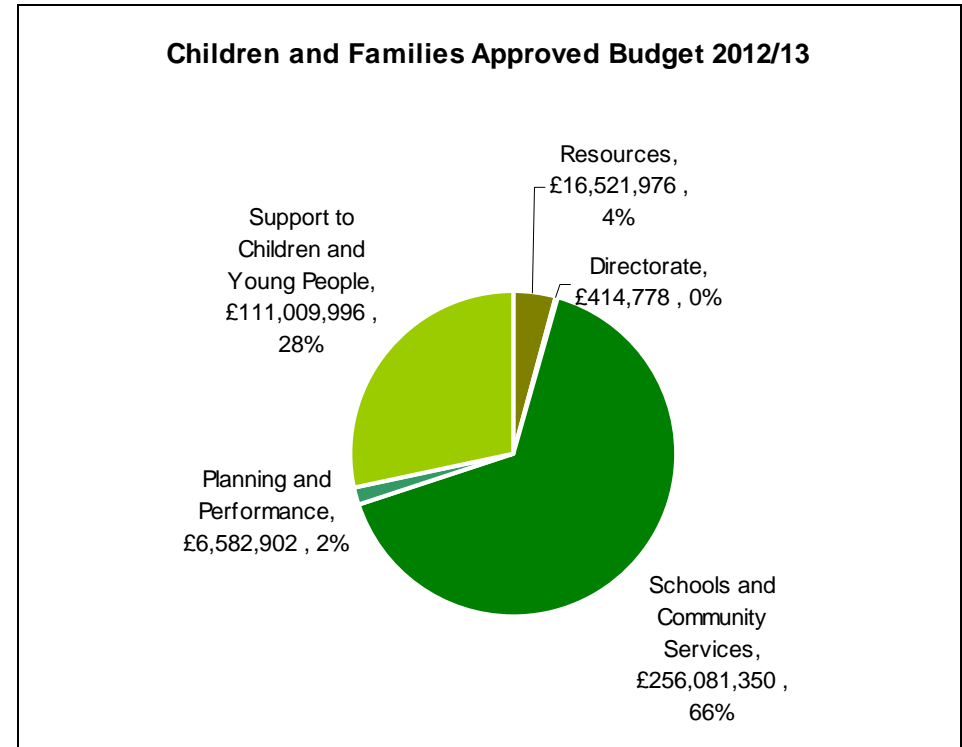


Resources

The ongoing financial strategy since 2007 has been to protect frontline services, to redesign children’s services, and improve the efficiency in other areas of service provision particularly, with regard to management and business support and discretionary non-staffing expenditure. Since 2007 the department has had to find just over £37m of efficiency savings. Over this period Children and Families has successfully dealt with significant budget challenges through its financial strategy, achieving a balanced budget since 2009/10.

The financial situation remains challenging and in meeting the Council’s requirement for further extensive savings over the next three years, further budget reductions are required. Full details are on the Council’s website.

Long term financial planning takes account of current and projected demographics with increased resources being targeted since 2007 to reflect the increase in numbers of vulnerable children requiring services, increasing numbers of 0-5 year-olds and work to reduce class sizes.



The following tables provide a summary of our equalities employment data, and staffing data, as at 31st March 2012.

Equalities Employment data	Male Chief Officers	Female Chief Officers	Male at Grades GR10-12	Female at Grades GR10-12	BME	Disabled
Children and Families	80.0%	20.0%	42.9%	57.1%	1.9%	1.2%
Council	66.7%	33.3%	62.4%	37.6%	2.4%	1.5%

Staffing Breakdown	Headcount	Full-time Equivalent
Non-teaching staff	4,835	3417.90
Teaching staff	4,040	3427.84

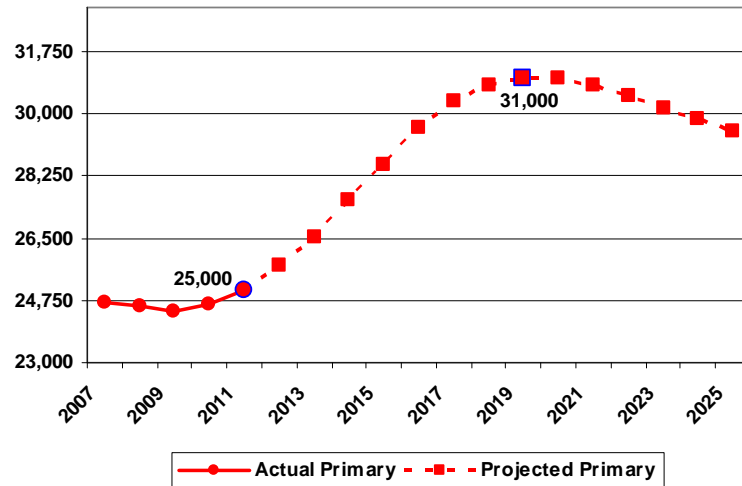
Context for Delivering Services

Population Demographics

The total population of Edinburgh has increased by 13% since 1992 to 495,300 in 2011. A further increase of 11% is projected over the next decade to 553,800 in 2022. It is anticipated that the school age population (5-16) in the city is due to rise by 18% between 2011 and 2025 (51,600) ¹.

The number of 3-4 year olds in the city is estimated to have increased by 20% to around 10,200 between 2007 and 2011.

Figure 1: Actual and Projected Primary School Rolls¹



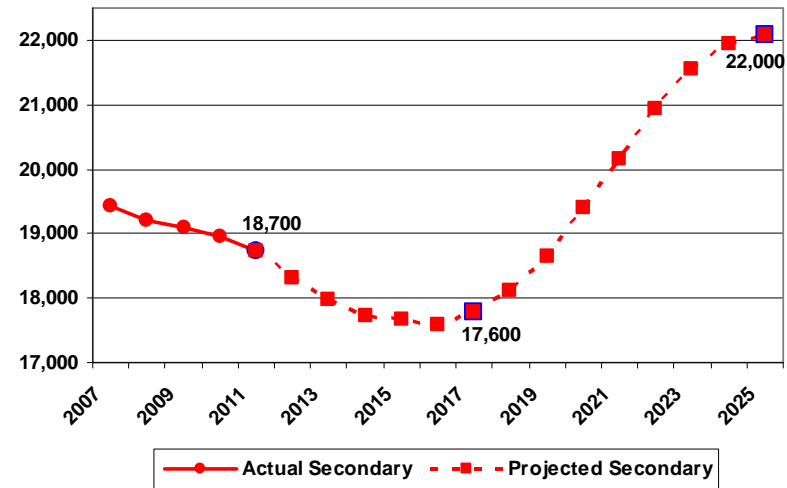
¹ Modified 2008 based Population Projections from General Register Office for Scotland

² Start of Session School Rolls. ScotXed Census from 2003

Since 1997, there has been an 18% drop in the primary school roll population² from 30,600 to 25,000. Largely due to the impact of high births, rolls are now expected to rise sharply to around 31,000 by 2019 (See Figure 1), representing a 24% increase from 2011.

Figure 2 highlights that secondary school rolls are expected to continue falling to 17,600 by 2016. Numbers are then expected to steadily increase to 22,000 by 2025 taking into account the increasing rolls in primary schools.

Figure 2: Actual and Projected Secondary School Rolls¹

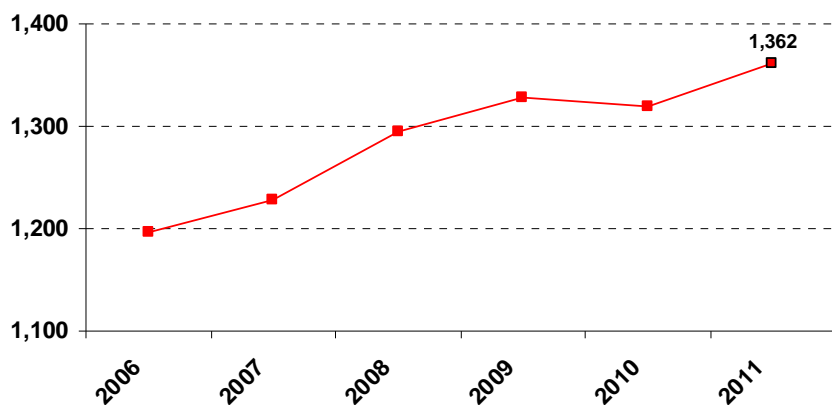


All population figures are rounded to the nearest 100

Looked After Children

The number of children requiring to be Looked After was 1,362 as at the end of July 2011 with 410 looked after at home and 932 looked after away from home, of which 515 were in foster care. This figure has shown a steady rise with a 14% increase between 2006 and 2011 (see Figure 3). The make up of this population over this period has changed significantly with 40% more children placed with foster carers and 20% less staying at home. Overall the proportion of all Looked After Children that were placed away from home over this period has increased from 56% to 68%. The demand for foster care places continues to increase, as does demand for services for children with disabilities.

Figure 3: Number of Looked After Children



Child Protection

The number of children on the Child Protection Register as at the end of March 2011 was 266. The number of reported Child Protection referrals has shown an increase in recent years with

around 1,900 for 2011. However, the number of children on the Child Protection Register fluctuates, with the annual reported figures ranging from 235 to 311 between 2006 and 2011.

Additional Support Needs

There are currently more than 7,000 children in Edinburgh who have a significant additional support need who require support over and above that generally available in our schools. Approximately half of these children require support for English as an Additional Language. The remaining number require additional support as a result of a wide range of factors including a disability, language and communication disorders or social and family circumstances. Approximately 90% of children with additional support needs are supported in mainstream early years and school provisions whilst those remaining benefit from provision in special schools or specialist settings in mainstream schools. Over recent years there has been an increasing proportion of children and young people identified as having additional support needs as a result of new legislation, changes in medical practices, improvements in assessment procedures and socio-economic circumstances.

Young Carers

Research suggests that there are about 5,000 young carers aged 10 to 17 in Edinburgh. While a level of caring responsibility is a positive experience for some young people, for others it is inappropriate and interferes with their growth and development. Being a young carer can be isolating and can undermine education and reduce social and leisure opportunities. It is important that such circumstances are recognised and that young carers' needs are assessed and support is offered.

Legislation, National and Local Strategies and Priorities

Children and Families is responsible for delivering a wide range of services for children, young people and their families. Some of the key examples of relevant Legislation, Local Priorities and Strategies and National Guidance and Priorities to the services we provide are shown below:

Legislation

- Standards in Scotland's Schools etc. Act 2000
- Scottish Schools (Parental Involvement) Act 2006
- Schools (Consultation) (Scotland) Act 2010
- The Education (Scotland) Act 1980, *as amended*
- Additional Support for Learning Act 2009
- Children (Scotland) Act 1995
- Adoption and Children (Scotland) Act 2007
- Protection of Children (Scotland) Act 2003
- The Equalities Act 2010
- Data Protection Act 1998 and Freedom of Information (Scotland) Act 2002
- Local Government (Scotland) Act 1973
- Local Government (Scotland) Act 2003

Local Priorities and Strategies

- Customer Service Excellence
- Corporate Parenting Action Plan
- Investors in People
- Early Years Change Fund Implementation Plan
- Early Years Strategy
- Growing Confidence
- Equality, Diversity and Human Rights Action Plan
- Joint Health Improvement Plan
- Asset Management Strategy

- Supporting Communities
- Community Engagement Implementation Plan

National Guidance and Priorities

- National Concordat
- Early Years Framework
- Curriculum for Excellence
- More Choices, More Chances
- Getting it right for every child
- Better Health, Better Care

Single Outcome Agreement

The Edinburgh Partnership is the city's community planning partnership working to improve outcomes for the city and its people. The Single Outcome Agreement presents the Edinburgh Partnership's agreed priorities for the city and the outcomes to be delivered by partners.

The vision of the Edinburgh Partnership is that Edinburgh is a thriving, successful and sustainable capital city in which all forms of deprivation and inequality are reduced.

The four outcomes identified to achieve the vision are:

- Edinburgh's economy delivers increased investment, jobs and opportunities for all
- Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities
- Edinburgh's children and young people enjoy their childhood and fulfil their potential
- Edinburgh's communities are safer and have improved physical and social fabric

Integrated Plan for Children and Young People

The Edinburgh Children's Partnership directs the strategic planning, development and delivery of children and young people's services on behalf of the Edinburgh Partnership. The vision, outcomes and priorities of the Children's Partnership are fully aligned to those detailed in the Edinburgh Partnership's Single Outcome Agreement and to the Children and Families Service Plan.

City of Edinburgh Council's Strategic Plan

The City of Edinburgh Council has a vision that is fully aligned to the vision of the Edinburgh Partnership: 'Edinburgh is a thriving, successful and sustainable capital city in which all forms of deprivation and inequality are reduced'. The Council's five strategic outcomes to achieve the vision are:

- Edinburgh's children and young people enjoy their childhood and fulfil their potential
- Edinburgh's economy delivers increased investment, jobs and opportunities for all
- Edinburgh is an excellent place to live, study, work, visit and invest
- Health and wellbeing is improved in Edinburgh and there is a high quality of care and protection for those who need it
- The Council is an efficient and effective organisation

The Council's Strategic Plan describes how the overall vision and the five identified outcomes will be achieved.

Capital Coalition Agreement and Commitments

Following the elections on 3rd May 2012, the Capital Coalition Agreement between the Edinburgh Labour Party and the Scottish National Party was drawn up and signed. The document details the way forward for the Council and includes a list of commitments to be delivered during the 2012-2017 term. The Capital Coalition Commitments are:

- Ensuring every child in Edinburgh has the best start in life
- Reducing poverty, inequality and deprivation
- Providing for Edinburgh's prosperity
- Strengthening and supporting our communities and keeping them safe
- Ensuring Edinburgh, and its residents, are well cared-for
- Maintaining and improving the quality of life in Edinburgh.

The first is clearly aligned with the first of the Council's five strategic outcomes and with the vision for Children and Families. Part 1 of the schedule accompanying the Capital Coalition Agreement details how the six Commitments will be achieved. The actions relating directly to the work of Children and Families are:

- Increase support for vulnerable children, including help for families so that fewer go into care
- Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations
- Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools
- Draw up a long-term strategic plan to tackle both the overcrowding and under-use in schools
- Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
- Establish city-wide childcare co-operatives for affordable childcare for working parents
- Further develop the Edinburgh Guarantee to improve work prospects for school leavers.

Throughout this plan we demonstrate how Children and Families, working alongside elected members, will deliver on these, and all other relevant, commitments and actions.

Children and Families Service Planning

Our vision is for all children and young people in Edinburgh to enjoy their childhood and fulfil their potential. Our mission is to place children, young people and families at the heart of all our services and provide support when it is needed throughout childhood and the transition to adulthood.

Children and Families has identified seven key strategic outcomes which will help to achieve our vision.

Strategic Outcome 1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed

Strategic Outcome 2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities

Strategic Outcome 3 – Our children and young people at risk, or with a disability, have improved life chances

Strategic Outcome 4 – Our children and young people are physically and emotionally healthy

Strategic Outcome 5 – Our children and young people are safe from harm or fear of harm, and do not harm others within their communities

Strategic Outcome 6 – Our children's and young people's outcomes are not undermined by poverty and inequality

Strategic Outcome 7 – Providing quality services and making best use of our resources

How Have We Done?

We regularly monitor progress towards our strategic outcomes by evaluating to what extent we have met the targets for the indicators set out in the plan. The latest full review of progress took place in September 2011 with monthly detailed monitoring of specific

service areas taking place throughout the year. These reports highlight areas of success and areas requiring further improvement. Some of the achievements identified through this process include:

- Good quality of provision for early years in local authority establishments
- Improvement in attainment with all National Priority secondary school attainment measures showing year-on-year improvement
- Significant improvements in measures of child protection as verified by inspectors
- Significant improvement in the number of young people entering positive destinations on leaving school, reaching the highest level for ten years
- High levels of satisfaction with schools reported through the Parents/Carers survey
- Improved outcomes for Looked After Children
- Reduction in the numbers of children and young people referred to SCRA on offence grounds
- Reduction in level of exclusions
- 2nd highest ranking of Full Duke of Edinburgh Awards gained among Scottish local authorities with a high participation rate in 2010/11 of 1,824 young people
- Successful introduction of the Top Up Swimming programme leading to high levels of confident and competent young swimmers
- Excellent evaluations from Care Commission inspection findings

We are also subject to various external evaluations (see Page 39). The recent Shared Risk Assessment found no areas of risk and outcomes for Looked After Children were identified as an area of uncertainty. Education Scotland findings from the Quality Improvement through Professional Engagement – Getting it Right for Every Child showed areas of good progress with some identified areas for improvement.

What Are Our Challenges?

Some areas identified as requiring further improvement, through regular monitoring, self-evaluation and external scrutiny, include:

- Pupils' attendance at school
- Attainment and achievement of our lowest achieving pupils
- Provision of 2 hours high quality curriculum PE in schools
- Some health outcomes for children eg childhood obesity, mental health
- Reducing the need for children to become looked after and/or become accommodated
- Outcomes for Looked After Children
- Minimising the effects of risk-taking behaviours
- Provision of services and outcomes for children with additional support needs
- Although improved, destinations of school leavers are still not at the national average and require further improvement.

Our Priorities for Improvement

From analysis of achievements and challenges, seven particular areas have been identified as priorities for action. These are:

- to improve support in early years so that children reach appropriate developmental and social milestones
- to improve early support for families so that fewer children need to be looked after, with a particular focus on addressing the impact of parental drug and alcohol misuse
- to improve the educational attainment of the lowest achieving pupils
- to improve health outcomes for children, including healthy weight, sexual health, emotional health and wellbeing and drug and alcohol misuse
- to improve life chances for Looked After Children including increasing the focus on Corporate Parenting
- to increase the number of young people who enter and sustain positive destinations
- to improve early support for children with Additional Support Needs (ASN)

Delivering Our Strategic Outcomes

The remainder of this section provides further details of our Strategic Outcomes alongside the most relevant Priority Actions and Capital Coalition Commitments. Details of the key performance measures which will be used to help measure progress towards each outcome and commitment and the initiatives, strategies, approaches and ongoing work in place to support work towards the key outcomes are also set out. All performance measures with an equalities dimension have been marked with the symbol (EQ=).

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

We know that there is a direct link between the experiences of early childhood and what happens in adult life and that parents' and carers' interaction with children during early childhood is critical in developing relationships and laying the foundations for positive physical and mental health development. We will strengthen universal early years services and build family capacity and confidence, pre-birth and throughout early years, with additional support targeted at those who need it most.

We want to deliver increasingly integrated early years learning and childcare options with an emphasis on effective learning and support programmes for parents and carers, increased outreach provision and good quality local resources and information. Implementing and monitoring the national Early Years Change Fund is central to our ability to deliver transformational change in this respect.

Priority Action – Improve support in early years so that children reach appropriate developmental and social milestones.

Capital Coalition Commitment – Establish city-wide childcare co-operatives for affordable childcare for working parents.

Capital Coalition Commitment – Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations

Outcome SO1.1 - Children's early years development, learning and care experiences are improved

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of pre-school settings achieving positive (satisfactory or better) inspection reports	85%	92%	95%	96%	Latest data taken from 61 HMIE inspections (28 April 2008-31 March 2010) of all local authority and partner provider pre-school settings. National performance is 92%.	Aileen Mclean

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of children entering mainstream P1 with a baseline numeracy score of 85 or more	90%	92%	-	-	Age appropriate development measures for 0-5s and primary school age are being developed. This interim measure is based on the baseline numeracy and literacy tests at entry to P1. (EQ=)	Aileen Mclean
Percentage of children entering mainstream P1 with a baseline literacy score level of 85 or more	88%	90%	-	-		
Percentage of partner provider pre-school establishments with access to qualified teacher	(2010/11) 37%	38%	39%	40%		Aileen Mclean
Number of parents and carers participating in Family Learning opportunities in targeted schools and nurseries	848	850	850	850	Aim to maintain at 850. (EQ=)	Maria Gray
Number of pre-school hours provision	475	475	475	600	There is a Scottish Government requirement for the number of hours of pre-school provision to be extended to 600.	Aileen Mclean
Percentage of P1 to P3 pupils in classes of 18 or fewer	15.3%	Progress towards 20%	20%	20%	Current performance data taken from pupil census in September 2011. The long-term target is for P1-P3 pupils in all schools to be in class sizes of 18 or fewer.	Ron Waddell
Percentage of P1 to P3 pupils in classes of 18 or fewer across Positive Action schools	48.6%	Progress towards 100%	100%	100%	Current performance data taken from the pupil census in September 2011. The number of discrete classes, based on pupil numbers, and team teaching arrangements are recommended to the schools and used as the basis for the figures quoted here.	Ron Waddell
Percentage of P1 pupils in class sizes of 25 or fewer	87%	100%	100%	100%	Where lack of accommodation restricts additional classes being established, team teaching arrangements are used as agreed with the Scottish Government. As at September 2011, almost all P1 classes had pupil:teacher ratios of 25 or fewer.	Ron Waddell

Supporting strategies, projects and programmes

Ref	Key Projects/ Initiatives / Approaches	Lead
1.1	Deliver the Capital Coalition Agreement and Commitments through co-operative approaches.	All managers
1.2	Develop strategy to deliver childcare co-operatives.	Aileen Mclean
1.3	Mainstream the Getting It Right for Every Child core components across all our services.	Lynne Porteous
1.4	Deliver the Early Years Strategy.	Aileen Mclean
1.5	Deliver the Early Years Change Fund Action Plan.	Alistair Gaw
1.6	Ensure early years services such as day care and children with disabilities services are integrated into the early years strategy development.	Aileen Mclean Martin Valley Scott Dunbar Carol Chalmers
1.7	Develop measures to support progress on the Early Years Strategy, on age appropriate development for 0-5s and primary school. The interim use of the measures on baseline literacy and numeracy will further support development of ways to assess early years development and progress and readiness for school.	Aileen Mclean
1.8	Implement actions in the Early Literacy Strategy to support improvements in language and literacy in the early years targeting the lowest attaining 20%.	Martin Valley
1.9	Implement the Additional Support for Learning Improvement Plan.	Martin Valley

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

Key to children and young people becoming successful learners, confident individuals, responsible citizens and effective contributors, is ensuring that they have the knowledge, skills and attributes they will need in order to flourish in life, learning and work. Attainment is an important outcome measure in ascertaining young people's progress towards achieving these attributes. We are committed to high quality inclusive schools which work with families to meet the needs of all their children.

Priority Action – Improve the educational attainment of the lowest achieving pupils.

Capital Coalition Commitment – Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools.

Capital Coalition Commitment – Draw up a long-term strategic plan to tackle both over-crowding and under use in schools.

Capital Coalition Commitment – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum.

Outcome SO2.1 - Children and young people have high quality learning experiences and their learning needs are met

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of primary schools achieving positive (satisfactory or better) inspection reports	91%	92%	93%	94%	Latest performance data from HMIE inspections (28 April 2008-31 March 2010) of primary schools. 2010/11 is the baseline data. National performance is 90%.	Karen Prophet
Percentage of secondary schools achieving positive (satisfactory or better) inspection reports	88%	89%	90%	91%	Latest performance data from HMIE inspections (28 April 2008-31 March 2010) of secondary schools. 2010/11 is the baseline data. National performance is 87%.	Karen Prophet
Percentage of pupils achieving SCQF Level 3 in maths and English by end of S6	92.9%	93.8%	94.7%	95.7%	Latest performance data relates to the 3-year average (2009-2011) of the % of the relevant mainstream S4 cohort. Target is to reach performance in the top quartile by 2014/15 based on 2010/11 data. Edinburgh was in the 3 rd quartile nationally. National performance was 93.1%. (EQ=)	Karen Prophet

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of pupils achieving 5+ awards at SCQF at Level 3 or above by end of S6	90.7%	92.1%	93.5%	94.9%	See note above. Edinburgh was in the 4 th quartile nationally. National performance was 91.7%.	Karen Prophet
Percentage of pupils achieving 5+ awards at SCQF at Level 4 or above by end of S6	79.5%	81.1%	82.8%	84.4%	See note above. Edinburgh was in the 3 rd quartile nationally. National performance was 79.4%.	Karen Prophet
Percentage of pupils achieving 5+ awards at SCQF at Level 5 or above by end of S6	52.8%	53.7%	54.6%	55.5%	See note above. Edinburgh was in the 2 nd quartile nationally. National performance was 50.3%.	Karen Prophet
Percentage of pupils achieving 1+ awards at SCQF Level 6 or above by end of S6	50.3%	51.3%	52.3%	53.3%	See note above. Edinburgh was in the top quartile nationally. Target is to achieve continuous improvement to 2014/15. National performance was 46.7%.	Karen Prophet
Percentage of pupils achieving 3+ awards at SCQF Level 6 or above by end of S6	37.2%	38.2%	39.2%	40.2%	See note above. Edinburgh was in the top quartile nationally. Target is to achieve continuous improvement to 2014/15. National performance was 33.0%.	Karen Prophet
Percentage of pupils achieving 5+ awards at SCQF Level 6 or above by end of S6	25.7%	26.7%	27.7%	28.7%	See note above. Edinburgh was in the top quartile nationally. Target is to achieve continuous improvement to 2014/15. National performance was 22.1%.	Karen Prophet
Average tariff score of lowest performing 20% of S4 pupils in mainstream schools	62	65	67	69	Latest performance data relates to 2010/11 pre-appeal. Targets based on forward projection of past 5 years' performance and revised due to significant improvement on the 2009/10 figure of 55. (EQ=)	Karen Prophet
Average tariff score of highest performing 80% of S4 pupils in mainstream schools	217	220	221	222	The aim is to narrow the gap between the highest and lowest achieving pupils whilst still improving attainment for all. (EQ=)	Karen Prophet

Outcome SO2.2 - Young people are confident individuals, effective contributors and responsible citizens

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of half days attended by pupils in primary schools	94.5%	94.9%	95.2%	95.5%	Latest performance data relates to school session 2010/11. The challenging target is to reach performance in the top quartile by 2014/15 based on 2010/11 data. Quarterly monitoring will take place and targets may be revised. Edinburgh was in the 4 th quartile nationally. National performance was 94.8%.	Moyra Wilson
Percentage of half days attended by pupils in secondary schools	91.0%	91.4%	91.8%	92.1%	See note above. Edinburgh was in the 3 rd quartile nationally. National performance was 91.1%.	Moyra Wilson
Percentage of half days attended by pupils in special schools	90.1%	90.3%	90.6%	90.6%	Latest performance data relates to school session 2010/11. Edinburgh was in the 4 th quartile nationally. National performance was 90.6%. Target is to reach national performance based on 2010/11 data. Note that Special School provision in Edinburgh is not comparable with other local authorities.	Moyra Wilson Rosie Wilson
Exclusions per 1,000 pupils from primary schools	13	11	9	7	Latest performance data to school session 2010/11. Edinburgh was in the 3 rd quartile nationally. Target is to reach performance in the top quartile by 2014/15 based on 2010/11 data.	Moyra Wilson
Exclusions per 1,000 pupils from secondary schools	55	52	50	47	Data relates to school session 2010/11. Edinburgh was in the 2 nd quartile nationally. Target is to reach performance in the top quartile by 2014/15 based on 2010/11 data.	

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of schools (all local authority schools, independent and partner providers) participating in eco-schools award scheme	89%	90%	91%	92%	The programme maintains steady progress with only a small number of Child and Family Centres still to register from council run establishments.	Lindsay Grant
Percentage of schools (all local authority schools, independent and partner providers) with at least one eco-school award	79%	81%	82%	83%	The programme maintains steady progress with only a small number of Child and Family Centres still to register from council run establishments.	
Number of schools with Rights Respecting School Award (at all levels)	2 schools achieved	4 schools achieved	8 schools achieved	10 schools achieved	As at end of March 2012, 21 schools were registered. (EQ=)	Claire Soper
Number of schools (all sectors) carrying out citizenship work with partners in developing countries	63	65	67	70	Funding was provided in 2011/12 on a one-off basis, hence large increase in number of schools. This indicator measures schools engaging in curricular partnerships. (EQ=)	Claire Soper
Number of schools with British Council International School Award (at all levels)	9 schools achieved	12 schools achieved	15 schools achieved	18 schools achieved		Claire Soper
Number of pupils in mainstream schools accessing free instrumental music tuition	4,553	4,650	4,750	4,850	Edinburgh currently offers free tuition in every school based on a banding system according to school role (EQ)	Linda Lees
Percentage of young people accessing instrumental music service who receive free school meals	5.18%	7%	9%	10%	(EQ)	Linda Lees
Number of young people participating in Duke of Edinburgh (Gold, Silver, Bronze and Sectional)	2,202	2,300	2,400	2,500	Number of young people participating in DofE in Edinburgh is double that of comparable authorities.	Robin Yellowlees
Number of young people achieving Duke of Edinburgh Awards (Gold, Silver, Bronze and Sectional awards)	385	400	450	500	A national online system of reporting was introduced this year. Problems with recording have led to under-reporting nationally. A review is now underway. Actual numbers of achievement will be	Robin Yellowlees

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
					considerably higher. Targets will be set following the review.	
Percentage of young people from lowest achieving and priority groups participating and achieving awards in Duke of Edinburgh	20%	21%	22%	23%	(EQ=)	Robin Yellowlees
Number of young people who take part in Open Youth Work provision	7,300	7,500	Maintain at 7,500	Maintain at 7,500	(EQ=)	Maria Gray
Number of young people in Edinburgh aged 12 (S1) to 25 voting in the Scottish Youth Parliament Elections	10,228	-	12,000	-	The 2011 elections saw a doubling of votes compared to the elections in 2009, which were also significantly higher than in 2007. Elections are held once every two years and the target of 12,000 relates to the 2013 elections.	David Maguire

Supporting strategies, projects and programmes

Ref	Key Projects/ Initiatives / Approaches	Lead
2.1	Deliver the Capital Coalition Agreement and Commitments through co-operative approaches.	All managers
2.2	Mainstream the Getting It Right for Every Child core components across all our services.	Lynne Porteous
2.3	Ensure successful implementation of Curriculum for Excellence including ensuring appropriate curriculum structures and evaluation of progress against Curriculum for Excellence Levels; develop key measures and targets on literacy and numeracy.	Karen Prophet
2.4	Ensure support is targeted to under-performing schools and ensure robust self-evaluation processes inform school improvement.	Karen Prophet
2.5	Ensure schools make effective use of ICT to support active learning approaches.	Karen Prophet
2.6	Continue to work with schools to improve outcomes for lowest attaining young people, informed by measures such as average tariff score, including implementing the Integrated Literacy Strategy with a focus on Looked After Children.	Karen Prophet Martin Valley
2.7	Review support to and arrangements for Looked After Children so that primary and secondary attainment improves.	Martin Valley Karen Prophet Moyra Wilson
2.8	Implement the English as an Additional Language Profile of Competence to support consistent approaches to the assessment and tracking of bilingual learners through the stages of English.	Martin Valley
2.9	Continue to build capacity within and across special schools to promote improvement in performance including in inspection reports. Develop a shared understanding of the evaluation of performance in special schools to raise attainment and achievement.	Rosie Wilson

2.10	Establish performance measures and baseline for performance of S4 pupils in special schools	Rosie Wilson
2.11	Ensure children are identified as missing from education within 4 weeks and track children missing from education and link into the Scottish Government project. This is also part of our work under child protection.	Moyra Wilson
2.12	Consult on the strategy for improving relationships, promoting positive behaviours. Training on restorative practices and solution oriented approaches is ongoing.	Moyra Wilson
2.13	Develop and implement a new Parental Engagement Strategy.	Moyra Wilson
2.14	Increase the number of pupils participating in global citizenship projects such as Fairtrade Schools, Olympics/Commonwealth Games project and expanding links; develop performance measures for global citizenship work; target lowest achieving 20% for participation in new global citizenship initiatives.	Claire Soper
2.15	Increase the number of pupils engaging in choirs, bands and orchestras; reduce the drop out rate from instrumental music tuition P7-S2; establish baseline and increase number of pupils attaining awards in music at Higher and Advanced Higher who are taught by instrumental music instructors.	Linda Lees
2.16	Increase the number and range of opportunities for recognising, celebrating and showcasing young people's achievement through creative learning; Facilitate and deliver opportunities and CPD that increases creativity across learning and teaching within the context of Curriculum for Excellence (Creative Learning Action Plan).	Linda Lees
2.17	Implement Duke of Edinburgh Award Development Plan ensuring progression through the awards for priority groups. Junior Award for P6 to S2 will be rolled out across the city based on the pilot model which saw 1,000 pupils involved from 23 schools.	Robin Yellowlees
2.18	Ensure appropriate and accessible universal youth work (including the needs of Looked After Children) opportunities in Edinburgh through partnership working between the Council, voluntary sector and other providers. Implement the Believing in Young People Framework.	Maria Gray Gavin Crosby
2.19	Continue to develop student councils; hold one citywide student council conference per year; provide CPD training to student council advisors; agree strategy for supporting schools in the continued development of student councils.	David Maguire
2.20	Promote the 'pupil voice' in learning.	Karen Prophet
2.21	Promote the city-wide Edinburgh Youth Issues Forum and Local Youth Forums encouraging young people's involvement in shaping and informing services; increase the number of young people from equalities groups involved in the Forum. Continue to maintain an active forum (holding 4 meetings and 1 partnership event per year) in each of the 12 Neighbourhood Partnerships.	David Maguire Maria Gray
2.22	Continue to distribute Edinburgh Young Scot Youth Information Packs to all S1 aged pupils across Edinburgh.	David Maguire
2.23	Deliver CLD contribution to Curriculum for Excellence, with a focus on experiences and outcomes relating to Health and Wellbeing and Literacy, 16+ and 'Getting it Right'; enhance collaboration and partnership working through collaborative work with schools and other partners at cluster level.	Maria Gray
2.24	Ensure educational work with parents and carers is recognised as a priority to be developed; further develop Family Learning approaches to support children's learning; support parents' learning through targeted literacy and numeracy work; increase youth work participation by Looked After Children.	Maria Gray
2.25	Deliver the agreed Children and Families Capital Investment Programme including the new Portobello, James Gillespie's and Boroughmuir High Schools.	Billy MacIntyre

SO3 - Our children and young people at risk, or with a disability, have improved life chances

We know that the needs of children are best met in stable family situations and that Looked After Children are likely to experience poorer outcomes than their peers. Our aim is therefore to address this through a range of measures which support families. We will encourage and support communities that provide a caring environment for children and families and deliver integrated services that meet their needs in a holistic way. We aim to reduce the numbers of children and young people who need to become looked after by engaging and supporting families earlier and more effectively when concerns are identified. We will help Looked After Children to remain within their own family networks by supporting kinship care placements where these are assessed as safe and able to meet the child's needs. We will work to improve support for those who are looked after at home in order to reduce the need for children to be accommodated and therefore will be in a stronger position to invest more in early and effective identification and prevention work. We also aim to shift the balance of care by increasing the number of City of Edinburgh Council foster placements to improve outcomes for children and young people who need to be placed away from home and achieve best value. We will continue to improve our child protection services with a focus on earlier support, engagement of children and families and self-evaluation.

There are approximately 4,000 children in Edinburgh with Additional Support Needs including disability and behavioural problems. We aim to improve access to all relevant services, ensuring that children with Additional Support Needs are not marginalised, have good opportunities to socialise, receive education in an appropriate setting, access further and higher education opportunities and make positive life choices.

Priority Action – Improve early support for families so that fewer children need to be looked after, with a particular focus on addressing the impact of parental drug and alcohol misuse.

Priority Action – Improve life chances for Looked After Children including increasing the focus on Corporate Parenting.

Priority Action – Improve early support for children with Additional Support Needs (ASN).

Capital Coalition Commitment – Increase support for vulnerable children, including help for families so that fewer go into care.

Outcome SO3.1 - Children who need support are identified earlier and receive the right level of service for the right amount of time

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Number of children who <u>need</u> to be looked after (rate per 1,000 0-18)	(end July 2011) 15.4	(Equal national avg of 2011) 14.6	Below national average	Below national average	We aim to reduce the overall number of children who need to be looked after through early support for children and families (while still responding to need). The total number of Looked After Children as at end July 2011 was 1,359. (EQ=)	Alistair Gaw

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of Looked After Children who are looked after at home	(end July 2011) 32%	33%	35%	37%	As above.	Alistair Gaw
Number of children requiring to be looked after and accommodated	305	Reduce by 10	Reduce by a further 10	Maintain reduced level	Latest performance data relates to information from April 2011-March 2012 and counts the number of numbers of Looked After Children becoming accommodated throughout the year. (EQ=)	Andy Jeffries Scott Dunbar
Number of children using family based day care services	141	150	Maintain at 150	Maintain at 150	Data is as at the end of March 2011. The aim is to improve the already good performance. This also contributes to SO1 and the Early Years Strategy. (EQ=)	Scott Dunbar

Outcome SO3.2 - Children in need of protection receive the help they need straight away

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of initial visits made within 15 days of a new supervision requirement	98%	100%	100%	100%	(EQ=)	Andy Jeffries
Percentage of reports (IARs and SBRs) including offence focussed reports submitted to SCRA within timescale	70%	75%	75%	75%	75% is the national target. Data has been calculated using the monthly figures for 2011/12. The validated full-year figure will be published in June/July 2012. National figure for 2010/11 was 51%. (EQ=)	Andy Jeffries
Percentage of initial child protection case conferences taking place within timescale	81%	100%	100%	100%	Note the latest performance shows improvement over the previous year and the standard changed from 28 days to 21 days. (EQ=)	Andy Jeffries
Percentage of children added to the Child Protection Register within the last year who had been de-registered within the preceding two years	6%	-	-	-	The aim is to minimise but targets are not set as we must respond to need. Individuals are monitored on a monthly basis. (EQ=)	Andy Jeffries

Outcome SO3.3 - Looked after children are cared for and supported

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2014/14	2014/15		
Percentage of units/services achieving Care Commission inspection reports with average gradings of Good or better	86%	88%	89%	90%	Performance is for Young People's Centres, Residential, Secure and Fostering and Adoption services for financial year 2010/11. (EQ=)	Scott Dunbar
Number of available emergency foster placements	(2010/11) 8	10	12	12	Significant increase in recruitment for emergency carers for children aged 12 and over. (EQ=)	Scott Dunbar
Number of children per annum ceasing to be Looked After and Accommodated through adoption	(2010/11) 49	50	55	Maintain at 55	(EQ=)	Scott Dunbar
Percentage of Looked After and Accommodated Children's Reviews taking place within statutory timescales	81%	85%	90%	95%	The aim is to sustain the significant improvement already made in the performance for this indicator (62% in 2010/11) (EQ=)	Andy Jeffries
Percentage of children placed in full time foster care with City of Edinburgh Council foster carers	57%	65%	67%	70%	57% is the figure as at end of March 2012. Ability to meet the challenging targets is dependent on the success of the recent recruitment drive and future demand for places. (EQ=)	Scott Dunbar
Percentage of formerly looked after children with pathway co-ordinators	(2010/11) 43%	55%	57%	60%	(EQ=)	Scott Dunbar
Percentage of formerly looked after children with pathway plans	(2010/11) 9%	55%	57%	60%	The definition of this measure is being reviewed to ensure that a more accurate position is captured. Currently this is recorded as at the point of ceasing to be Looked After. Targets relate directly to the targets for pathway co-ordinators. Every child with a co-ordinator should have a pathway plan in place. (EQ=)	Scott Dunbar
Percentage of those eligible receiving aftercare services	(2010/11) 82%	85%	Maintain at 85%	Maintain at 85%	Performance is higher than the national average of 70%. (EQ=)	Scott Dunbar

Outcome SO3.4 - Looked after children have improved outcomes

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of half days school attendance for Looked After Children	(2009/10) 88.6%	To be developed	To be developed	To be developed	Targets are under development and will be completed once fuller trend information is available and the first review of the Corporate Parenting Action Plan has taken place. Latest performance data from the Scottish Government publication 'Educational Outcomes of Looked After Children'. The June 2011 publication set the baseline and the next report is due in June 2012.	Alistair Gaw
Rate of exclusion for Looked After Children (per 1,000 population)	(2009/10) 303	To be developed	To be developed	To be developed	As above	Alistair Gaw
Average tariff score for Looked After Children	(2009/10) 78	To be developed	To be developed	To be developed	As above	Alistair Gaw
Percentage of Looked After Children entering a positive destination on leaving school	(2009/10 leavers) 65%	To be developed	To be developed	To be developed	As above	Alistair Gaw

Outcome SO3.5 - Children and young people with disabilities and their families are supported

Indicator	Current Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of (those assessed) children receiving a service (includes attending youth club, day services, residential short breaks and direct payments) funded by SCYP	79%	Maintain at 79%	Maintain at 79%	Maintain at 79%	Target is to maintain due to no additional funds. Note that other services funded from other sources such as voluntary and private sector are available. (EQ=)	Carol Chalmers
Percentage of Section 23s assessed	57.5%	Progress towards 75%	Progress towards 75%	75%	Under section 23-24 of the Children (Scotland) Act 1995 the Council has a duty, when asked, to assess the needs of a child or young person affected by disabilities and the carer's ability to provide care for them. (EQ=)	Carol Chalmers

Indicator	Current Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of overnight respite nights not in care home	(2010/11) 37%	45%	Maintain at 45%	Maintain at 45%	This indicator follows the definition of the former Audit Scotland Statutory Performance Indicator (EQ=)	Carol Chalmers
Percentage of children receiving day care service	79%	Maintain at 79%	Maintain at 79%	Maintain at 79%	(EQ=)	Carol Chalmers
Number of families accessing direct payments (self-directed care)	13	20	25	25	(EQ=)	Carol Chalmers
Percentage of Child and Family Centres with Occupational Therapist provision	50%	Maintain at 50%	Maintain at 50%	Maintain at 50%	Two Occupational Therapist staff currently support this work.	Carol Chalmers

Supporting strategies, projects and programmes

Ref	Key Projects/ Initiatives / Approaches	Lead
3.1	Deliver the Capital Coalition Agreement and Commitments through co-operative approaches.	All managers
3.2	Mainstream the Getting It Right for Every Child core components across all our services.	Lynne Porteous
3.3	Support Children in Need to prevent the need for compulsory measures of supervision.	Andy Jeffries
3.4	Improve support to Looked After Children at Home.	Andy Jeffries
3.5	Increase the number of Looked After and Accommodated Children who are in Edinburgh placements, including kinship care.	Andy Jeffries
3.6	Deliver the Corporate Parenting Action Plan.	Alistair Gaw
3.7	Review the Child Protection Improvement Plan. Implement the Child Protection and SWIA improvement plans.	Alistair Gaw
3.8	Increase capacity in Social Care Direct/SWIFT to ensure that child concerns not meeting threshold for social work intervention are routed to the named person or lead professional.	Andy Jeffries
3.9	Develop mechanisms to ensure information on Young Carers is recorded in an accurate and timely way and appropriate actions identified and implemented in line with Getting it Right for Every Child. Implement 'Supporting Edinburgh's Parents and Carers – A framework for action'.	Donny Scott
3.10	Implement the actions contained within the Services for Looked After and Accommodated Children Improvement Plan.	Scott Dunbar
3.11	Implement the actions in the Through Care After Care Review Action Plan.	Scott Dunbar
3.12	Deliver the Early Years Change Fund Action Plan.	Alistair Gaw
3.13	Develop key performance indicators to help monitor progress on the Services for Looked After and Accommodated Children Improvement Plan, including measures for pathway plans and planned permanent placements.	Scott Dunbar
3.14	Implement the City of Edinburgh Council Adoption Plan.	Scott Dunbar

3.15	Deliver disability service improvements.	Carol Chalmers
3.16	Continue to improve recording in SWIFT to support measurement of progress against strategic objectives and priorities.	Mary McIntosh
3.17	Improve waiting times for occupational therapy assessments.	Carol Chalmers
3.18	Implement Additional Support for Learning Improvement Plan.	Martin Vallely
3.19	Implement the Integrated Literacy Strategy for lowest attaining pupils.	Martin Vallely
3.20	Implement the recommendations of the Social, Emotional and Behavioural Needs (SEBN) Review.	Martin Vallely
3.21	Ensure educational work with parents and carers is recognised as a priority to be developed; further develop Family Learning approaches to support children's learning; support parents' learning through targeted literacy and numeracy work; increase youth work participation by Looked After Children.	Maria Gray

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

All children and young people are entitled to local and timely access to high quality health information, support and services that maximise their opportunities to live longer, healthier lives; develop affirming and positive relationships and enjoy good emotional and mental health.

We want to provide support, services and resources that enable and equip children and young people to make healthy lifestyle choices and reduce exposure to, and therefore the negative impacts of, risky behaviours such as obesity, unsafe sex, unintended pregnancy, smoking and substance misuse.

Priority – Improve health outcomes for children, including healthy weight, sexual health, emotional health and wellbeing and drug and alcohol misuse.

Outcome SO4.1 - Children and young people are healthy

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of staffed Community Centres accredited as Health Promoting	40% Bronze	100% Bronze, 40% Silver	100% Silver, 40% Gold	100% Gold	Bronze = Engaging, Silver = Embedding, Gold = Sustaining. Taken from 'Health Promoting Establishments Framework'.	Maria Gray
Percentage of residential services accredited as Health Promoting	90% Level 1	100% Level 1	60% Level 2	100% Level 2	Level 1 = Engaging, Level 2 = Embedding, Level 3 = Sustaining. Taken from 'Health Promoting Units Guidance'.	Scott Dunbar
Percentage of primary schools delivering 2 hours quality curriculum PE (P1 to P7)	80%	Progress towards 100%	100%	100%	Note that the definition has been changed to '2 periods' to '2 hours' of PE.	Karen Prophet Robin Yellowlees
Percentage of secondary schools delivering 2 periods quality curriculum PE (S1 to S4)	70%	Progress towards 100%	100%	100%		
Percentage of special schools delivering 2 hours quality curriculum PE (averaged across school)	Secondary 67% Primary 57%	100%	100%	100%	Work to maximise the PE opportunities within special schools will continue. Creative use of community resources will also be pursued to ensure learners receive as near to the target as possible.	Rosie Wilson Robin Yellowlees
Percentage of pupils participating in Active Schools activities – primary	(2009/10) 29%	39%	44%	48%	All schools offer an Active Schools programme.	Robin Yellowlees

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of pupils participating in Active Schools activities – secondary	(2009/10) 32%	34%	36%	38%		
Percentage of athletes in Sports Academies to achieve selection to East of Scotland or national squads	80%	82%	83%	85%		Robin Yellowlees
Percentage of P7 pupils achieving swimming level C5	55%	71%	tbc	tbc	Level C5 – confident swimmer. Later targets are dependent on Scottish Government top up funding.	Robin Yellowlees
Percentage of primary schools with over 30% Free School Meal with breakfast clubs	60%	70%	75%	80%	Breakfast clubs are currently provided in partnership with Aegon/Hearts FC and NHS and their provision is dependent on continued funding. The schools with over 30% Free Meal Entitlement are calculated each year which means the baseline will change year on year. (EQ=)	Jane Ramage
Percentage P1 to P3 pupils receiving a nutritious free meal	20%	20%	20%	20%		Billy MacIntyre

Outcome SO4.2 - Young people make health protective choices in relation to food, substance use and relationships

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of Children and Families staff trained in Alcohol Brief Interventions (ABI) reporting use of ABIs in their work with young people	-	75%	80%	90%	No data as yet as the programme has been newly introduced. Baseline to be established.	Michelle Rogers
Percentage of girls (S2 to S4) who are regular smokers	9%	-	-	7%	Data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey 2010. Data is only available at the local level every 4 years. Work is ongoing to source more timeous data in the future. Performance improved from 2006 when it was 11%.	Lynne Porteous

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of boys (S2 to S4) who are regular smokers	7%	-	-	5%	See note above. Performance remained steady at 7%.	
Percentage of 13 year olds drinking once a week or more	5%	-	-	4%	See note above. Performance improved from 2006 when it was 8%.	
Percentage of 15 year olds drinking once a week or more	18%	-	-	15%	See note above. Performance improved from 2006 when it was 32%.	
Percentage of 13 year olds who have used or taken drugs in the previous month	3%	-	-	1%	See note above. Performance remained steady at 3%.	
Percentage of 15 year olds who have used or taken drugs in the previous month	11%	-	-	10%	See note above. Performance improved from 2006 when it was 15%.	

Outcome SO4.3 - Children have increased resilience and wellbeing

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of S5 pupils feeling more confident about being able to have a healthy sex life at a time that is appropriate	88%	88%	88%	88%	Response to statement 'I am more confident about being able to have a healthy sex life at a time that is appropriate' asked to evaluate the effectiveness of the training provided. The aim is to maintain the current high level.	John Nicholls
Percentage of primary children who say they can usually work out a way to deal with a problem	77.1%	76%	78%	80%	67 primary schools used the Growing Confidence survey in 2011/12 as part of the mainstreaming of this important programme.	Patricia Santelices
Percentage of primary children who ask for help when they need it	87.9%	88%	89%	90%		
Percentage of primary children who feel they have lots to be proud of	82.2%	83%	84%	85%		

Supporting strategies, projects and programmes

Ref	Key Projects/ Initiatives / Approaches	Lead
4.1	Deliver the Capital Coalition Agreement and Commitments through co-operative approaches.	All managers
4.2	Mainstream the Getting It Right for Every Child core components across all our services.	Lynne Porteous
4.3	Continue to promote and monitor the provision of quality PE in all our schools; and continue support to the Active Schools Programme. Support and challenge schools to achieve the provision of 2 hours PE for pupils by session 2012/13.	Robin Yellowlees Karen Prophet Rosie Wilson
4.4	Increase the number of schools experiencing residential outdoor learning at our Outdoor Centres at Benmore and Lagganlia and in particular to support the Primary Schools with Positive Action status experience outdoor learning in these settings.	Robin Yellowlees
4.5	Work in partnership with NHS Lothian by contributing to actions to reduce childhood obesity as part of the Lothian Child Healthy Weight Strategy including promoting the 'Get Going' programme for specific children.	Lynne Porteous
4.6	Working with local partners to reduce the number of children with poor dental health. Support Childsmile Campaign to improve oral health.	Lynne Porteous
4.7	Continue to implement Scottish Government's requirement to provide free school meals to 20% of pupils (in accordance with Scottish Government guidance).	Billy MacIntyre
4.8	Develop health and wellbeing questionnaire for young people in secondary schools using learning and expertise from Growing Confidence and other national survey material (e.g. SALSUS).	Lynne Porteous
4.9	Deliver pilot Risk Taking Behaviour (RTB) seminar programme to two secondary schools during 2012/13. Complete and evaluate pilot training in RTB for 12 CLD Youth and Community workers and report with recommendations for subsequent work. A partnership approach using logic modelling will be undertaken to support development of an RTB action plan for Children and Families.	Lynne Porteous / John Nicholl
4.10	Deliver Edinburgh Alcohol and Drug Partnership Children and Families Action Plan in partnership with EADP, NHS Lothian, Police and voluntary sector. Implement recommendations of EADP needs assessments of Young People's Substance Misuse Services and Services for Children Affected by Parental Substance Misuse and commission or develop services accordingly. Develop evaluation framework for joint Children and Families/EADP Alcohol Drugs and Commissioning Plan.	Lynne Porteous / Michelle Rogers
4.11	Implement Curriculum for Excellence outcomes and experiences relating to substance misuse in schools. Identify workforce development needs in relation to substance misuse and provide training programmes as appropriate to address these.	Lynne Porteous / Michelle Rogers
4.12	Ensure provision of a range of programmes to support healthy choices and behaviours and challenge bullying and prejudice, such as Respect, Keeping Myself Safe and Living and Growing.	Lynne Porteous
4.13	Continue to build on Growing Confidence, mainstream core activity and develop secondary school approaches.	Patricia Santelices
4.14	Develop understanding of health and wellbeing across learning experiences and outcomes within Curriculum for Excellence for CLD.	Maria Gray

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

Without safety it is impossible to achieve all other aspirations for our children, young people and families. When young people behave antisocially we are concerned both for the community and individuals affected and for the offending young person. We work closely with the Police, and other Council services to get the right help to the young person and his or her family, with a referral to the Children's Reporter when that is necessary. Domestic abuse of one parent by another impacts powerfully on children and young people. Our work with perpetrators is combined with support to keep everybody in the family safe.

Outcome SO5.1 - There is a reduction in the number of young children and young people who offend

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Number of children referred to Scottish Children's Reporter Administration (SCRA) on offence grounds	(2010/11) 355	340	330	325		Donny Scott
Percentage of young people exiting the Youth Offending Service who do not re-enter the Youth Offending system or the Criminal Justice Service within 2 years	68%	70%	71%	72%	Latest performance data is for clients ceasing involvement with the Youth Offending Service (YOS) between April 2009 and March 2010 and re-referred to the YOS or referred to the Criminal Justice Service within two years. Tentative targets have been set and will be reviewed once further trend information is available.	Donny Scott
Number of young people (age 12+) referred to the Reporter on offence grounds on 5+ occasions in the previous 6 months	14	25	25	25	Latest performance data is from monthly reports from SCRA. Latest information from March 2012. The latest information is half of the previous performance. Monitoring of re-offending using this definition is in its infancy and targets will be reviewed once trend information is available.	Donny Scott

Outcome SO5.2 - Children are safe from harm and fear of harm

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of S2 pupils who said their school was good or fairly good at dealing with bullying	73%	83%	93%	100%	(EQ=)	Diana Dodd
Percentage of secondary pupils who said that they have adults in schools they can speak to if they are upset or worried about something	81%	91%	100%	100%		Karen Prophet
Percentage of primary pupils who said that they would talk to an adult if they were very worried	74%	84%	94%	100%		Karen Prophet
Percentage of secondary pupils who said they feel safe and cared for in school	75%	85%	95%	100%		Karen Prophet
Percentage of primary pupils who said they feel safe at school	74%	85%	95%	100%		Karen Prophet
Number of men perpetrators of domestic abuse attending the Working With Men (WWM) programme during the year	35	45	60	60	(EQ=)	Donny Scott
Number of women partners of men associated with the WWM project receiving a service	22	35	45	45	(EQ=)	Donny Scott

Supporting strategies, projects and programmes

Ref	Key Projects/ Initiatives / Approaches	Lead
5.1	Deliver the Capital Coalition Agreement and Commitments through co-operative approaches.	All managers
5.2	Mainstream the Getting It Right for Every Child core components across all our services.	Lynne Porteous
5.3	Work with Services for Communities and through the Neighbourhood Tasking and Co-ordination Groups to ensure early intervention with young people engaged in antisocial behaviour in order to reduce low level offending and reduce progression to persistent offending.	Donny Scott
5.4	Further develop measures and systems to effectively assess the reduction of young people going on to the adult system and the reduction in repeated offending, and establish systematic data collection and collation methods.	Donny Scott

5.5	Support families, children and young people in keeping safe in the community through family group conferencing and a range of supports from low level to 24/7 – through services such as Intensive Family Support Services and Integrated Community Support Service.	Donny Scott
5.6	Contribute to developing a comprehensive Edinburgh response to domestic abuse. This will contribute to Strategic Outcomes 1 through 5 for children affected by domestic abuse.	Donny Scott
5.7	Ensure continuing provision for a range of programmes such as Respect, Keeping Myself Safe, tackling Homophobia in Schools, Living and Growing and Wellbeing seminars to support healthy choices and behaviours and challenge bullying, prejudice, and hate crime.	Lynne Porteous Diana Dodd Karen Prophet
5.8	Promote a Children and Families policy to prevent and respond to bullying and prejudice. All schools will be provided with legal guidance on the Equalities Act 2010 which comes into force during 2011. All schools will also be provided with guidance on updating their own policies.	Diana Dodd

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

Our aim in promoting social inclusion is to work with partners to increase opportunities and pathways to further learning and sustainable employment. As a result, those previously marginalised can, through their active engagement in learning, reduce dependency relationships and contribute effectively to their communities.

Priority Action – Increase the number of young people who enter and sustain positive destinations.

Capital Coalition Commitment – Establish city-wide childcare co-operatives for affordable childcare for working parents.

Capital Coalition Commitment – Further develop the Edinburgh Guarantee to improve work prospects for school leavers.

Outcome SO6.1 – School leavers enter positive, sustainable destinations

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of school leavers who go on to positive destinations	(2010/11 leavers) 87.4%	Equal national average (88.9% in 2010/11)	Equal national average	Exceed national average	Data is for leavers from 2010/11 school session from mainstream schools. (EQ=)	Karen Prophet
Percentage of school leavers who are in a follow-up positive destination	(2009/10 leavers) 83.1%	85.2%	Exceed national average	Exceed national average	Data is from the followup survey, sourced in the March following leaving mainstream school. Data for the followup of leavers from 2010/11 will be published on June 25 th . (EQ)	Karen Prophet
Percentage of looked after children receiving after care service who are economically active	(2010/11) 36%	40%	45%	50%	National performance was 36%. (EQ=)	Scott Dunbar

Outcome SO6.2 - Communities are strong and resilient where citizens are supported to make positive contributions

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Numbers of young people involved in 16+ non-formal learning	1,080	1,200	1,250	1,300	Includes school age and post school age participation towards employability, including PSD in CLD and partner provision.	Maria Gray
Numbers of young people supported by CLD to engage in Activity Agreements	150	150	150	150	This represents the constant total of young people involved - as individuals move on, others join the programme.	Maria Gray
Percentage of adults achieving all or part of their agreed learning goals	85%	88%	90%	95%	The total number of adult literacy and numeracy learners in 2010-11 was 2,524.	Maria Gray
Number of non-English speaking people receiving English language tuition	1,000	1,000	1,000	1,000	Seek to maintain levels within current budget. (EQ=)	Maria Gray
Number of adults participating in learning opportunities per week	17,073	17,500	17,500	17,500	(EQ=)	Maria Gray

Supporting strategies, projects and programmes

Ref	Key Projects/ Initiatives / Approaches	Lead
6.1	Deliver the Capital Coalition Agreement and Commitments through co-operative approaches.	All managers
6.2	Mainstream the Getting It Right for Every Child core components across all our services.	Lynne Porteous
6.3	Implement actions which are identified through the ongoing monitoring and delivery of the Outcomes and Action Plans for Equalities, Diversity and Human Rights Scheme so that matters relating to homophobia, racism, disability and all forms of discrimination are appropriately addressed.	Relevant officers with responsibility for addressing identified issue(s)
6.4	Increase youth work participation by Looked After Children.	Maria Gray
6.5	Increase number of adult learners gaining accreditation.	Maria Gray
6.6	Deliver 16+ learning choices, and increase vocational curriculum accredited courses. Continue to work with those young people identified as at risk of entering a negative destination and provide the most appropriate support towards a positive destination, including Activity Agreements.	Karen Prophet
6.7	Deliver the Edinburgh Guarantee	Karen Prophet

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

This strategic outcome, rather than focussing directly on outcomes for children and young people, aims to ensure that we make the best use of our resources in order to effectively support work towards outcomes. This strategic outcome aligns closely with the Council aim to 'be an effective and efficient organisation'.

Capital Coalition Commitment – Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools.

Capital Coalition Commitment – Draw up a long-term strategic plan to tackle both over-crowding and under use in schools.

Outcome SO7.1 – Children and Families has sustainable financial plans

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Revenue outturn as a % of the annual budget	100%	100%	100%	100%	At month eight (the latest reported position), the projected out turn for the Children and Families department is a balanced position. The final outturn position will be reported to full Council in June.	Billy MacIntyre
Capital outturn as a % of the annual budget	100%	100%	100%	100%	See note above.	Billy MacIntyre

Outcome SO7.2 – Children and Families deliver service priorities and improvements through a skilled, targeted and effective workforce

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of staff receiving Professional/Performance Review and Development	89%	100% of staff in Grades 5-12	Maintain 100%	Maintain 100%	Data shows 89% of staff in grades 5-12 had PRDs completed to the required standard by the time of the review process in November 2011. These staff had a date recorded, competency level and objectives set.	Gillian Hunt

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of private sector and voluntary sector early years and childcare workers who meet SSSC requirements	(2010/11) 89%	Maintain at 89%	Maintain at 89%	Maintain at 89%	Previous target of 85% has been surpassed. Target now is to maintain at 89% to reflect annual turnover of staff. 100% of Local Authority staff are qualified.	Aileen Mclean Gillian Hunt
Percentage of days lost due to staff sickness absence across Children and Families	3.72%	To be set	To be set	To be set	Further targets will be set following analysis and discussion with Heads of Service.	Andy Gray
Percentage of days lost due to staff sickness absence for teaching staff	3.24%	To be set	To be set	To be set	Information published by Audit Scotland showed the average number of days lost for teachers improved by 15% from 7.4 6.3 days in the last two years. Further targets will be set following analysis and discussion with Heads of Service.	David Wright

Outcome SO7.3 – Provision of a high quality service through effective risk management and planning informed by user feedback

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of risk registers in place at the strategic level	100%	100%	100%	100%	Further development of operational level Risk Registers taken place during 2011/12. Development of establishment level risk registers being undertaken from March 2012.	Nancy Henderson
Level of Risk Management maturity	(2009) Level 2	Level 3	Progress towards Level 4	Level 4	Level 2 = Risk Aware, Level 3 = Risk Defined, Level 4 = Risk Managed. No schedule for assessment is in place.	Nancy Henderson
Percentage of team plans in place across central services	98%	100%	100%	100%		Ros Sutherland
Number of young people participating in Youth Issues Forum	114	125	150	150		Nancy Henderson
Percentage of parents/carers satisfied with their school	91%	94%	97%	100%	Data taken from the survey of parents /carers from the question 'Overall, I am happy with the school'.	David Wright Karen Prophet Rosie Wilson

Outcome SO7.4 – Provision of a high quality, efficient school estate

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of primary school condition assessed at Level A or B	98%	98%	98%	98%	Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Target is to maintain at the high level. National average is 81%.	Billy MacIntyre
Percentage of secondary school condition assessed at Level A or B	87%	87%	91%	91%	See above note. National average is 84%. The targets are based on an assumption that the Portobello rebuild will be complete in January 2014 when performance should increase to 91%.	Billy MacIntyre
Percentage of special school condition assessed at Level A or B	100%	100%	100%	100%	See above note. National average is 66%.	Billy MacIntyre
Percentage of primary schools with an occupancy rate of between 75% and 100%	59%	70%	80%	90%	National average is 39%.	Billy MacIntyre
Percentage of secondary schools with an occupancy rate of between 75% and 100%	61%	68%	75%	80%	National average is 63%.	Billy MacIntyre

Supporting strategies, projects and programmes

Ref	Key Projects/ Initiatives / Approaches	Lead
7.1	Deliver the Capital Coalition Agreement and Commitments through co-operative approaches.	All managers
7.2	Continue the approach to budget planning, monitoring and managing budget related risks.	Billy MacIntyre
7.3	Continue to deliver the Children and Families Asset Management Plan which considers sufficiency of school provision aligned to need; suitability of provision in terms of ensuring buildings are effective for learning and are flexible and adaptive to respond to educational development; condition of provision so planned maintenance is targeted to priorities.	Lindsay Glasgow
7.4	Deliver the agreed Children and Families Capital Investment Programme including the new Portobello, James Gillespie's and Boroughmuir High Schools	Billy MacIntyre
7.5	Deliver ICT in new schools, redesign ICT infrastructure in schools and community centres, complete service redesign and provide Community Learning and Development class booking system.	Len Timson

7.6	Ensure clear line of connection ('golden thread') between national, strategic and local planning and local priorities. Extend programme of team plans and performance monitoring through the use of scorecards.	Karen Brannen
7.7	Continue to embed robust, outcome-focussed self-evaluation and team planning and ensure that clear plans are in place to address the identified areas for improvement; ensure that the process of self-evaluation continues to contribute to Children and Families' understanding of how we are performing against our strategic outcomes and improvement priorities; support and manage the Children and Families' engagement in Validated Self-Evaluation.	Ros Sutherland
7.8	Respond to inspection, regulation and review findings.	All managers of relevant services, schools and units
7.9	Deliver the People Plan.	Gillian Hunt
7.10	Service Specific Commissioning Plans for 5 years to be developed for each area and completed by September 2012.	Nancy Henderson
7.11	Progress improvement plans and approaches so that Children and Families achieves Customer Service Excellence.	Nancy Henderson
7.12	Promote and undertake annual service user engagement survey programme, promote parental engagement in education and continue LAC service user group to inform service provision. Ensure feedback informs and drives service improvement.	Nancy Henderson Moyra Wilson Neil Bruce
7.13	Increase young people's volunteering hours in CLD. Source baseline and set targets.	Maria Gray

Delivering Continuous Improvement

Committed to Continuous Improvement

Children and Families is committed to continuous improvement and has a number of supporting strategies to ensure this remains a key issue for all staff. This section provides further details of some of the internal and external evaluations which we are subject to, as well as some of the key performance management activity.

Performance

Key aspects of the service are monitored and reported on a regular basis, in accordance with the Performance Improvement Framework, to Council Management Team and the Education, Children and Families Committee.

Children and Families has implemented a number of performance management processes in line with its Performance Improvement Framework. Key aspects of the service are regularly monitored and reported, in accordance with this framework.

The Children and Families Senior Management Team holds a monthly meeting which focuses on aspects of performance. Key to this meeting is the rolling programme of reporting on key aspects of the service which consider the three self-evaluation questions: How are we doing? What's working well? and What else do we need to do?

A focus on using performance information to inform team planning has ensured each service area considers aspects of performance on a regular basis although work remains to fully embed consistent processes across and throughout Children and Families. Performance information is used as a matter of course to inform key

areas for improvement within the Service Plan and Integrated Children and Young People's Plan.

We publish two key performance reports: An annual report on progress on the previous service plan which details performance on each indicator within the plan, and a Standards and Quality report which gives further detail on progress including areas of good practice and key aspects of scrutiny and self-evaluation results.

External Scrutiny and Audit

Almost all services in Children and Families are subject to external regulation such as that provided by Education Scotland, the Care Inspectorate and Audit Scotland.

External Scrutiny

Education Scotland inspects the quality of education in a sample of pre-school centres, primary schools, secondary schools, special schools, community learning and development services and residential educational provision. Inspectors also support schools and centres to improve.

Education Scotland provides an external evaluation of the effectiveness of the local authority in its quality assurance of educational provision through Validated Self-evaluation (VSE).

The Care Inspectorate regulates and inspects care, social work and child protection services so that vulnerable people are safe, the quality of these services improves and people know the standards they have a right to expect.

Both Education Scotland and the Care Inspectorate report publicly on the quality of the services they inspect.

Inspections by Education Scotland

Analysis of recent inspections shows that, in almost all schools inspected, the climate for learning is a major strength. Other strengths included:

- In most primary and secondary schools, the curriculum was identified as good or very good.
- In most primary and secondary schools, learners' experiences were considered to be good or very good.
- In almost all primary schools inspected improvements in performance was identified as good or very good.
- In both primary and secondary there has been an improving trend over the last four years in schools effectively meeting learning needs.
- In almost all primary schools which were inspected a high capacity for improvement was identified.
- A suitably broad range of well-planned courses and programmes were provided for pupils in secondary schools and primary pupils experienced a broad, balanced curriculum.
- All schools are engaged in developing the curriculum in line with Curriculum for Excellence.

Areas for improvement included:

- In most primary, secondary and special schools there was a need to further develop the impact of self-evaluation procedures.

Although significant progress against almost all the areas for development has already been made by all the schools concerned, the challenge, as an authority, is to improve the number of excellent evaluations obtained in inspections in primary, secondary and special schools.

Analysis of recent inspections shows that in the learning communities inspected the significant strengths included:

- Community learning and development partners make a significant impact on learners' lives in a community with high levels of deprivation.
- The collective commitment amongst CLD partners to raising aspirations.
- Active, well-managed community organisations.
- Staff and volunteers who inspire learners to achieve.
- Effective partnerships.

Areas for improvement included:

- More systematic and collective approaches to planning to meet the needs of disadvantaged learners;
- Develop joint self-evaluation for shared improvement with partners including the schools;

Education Scotland and Care Commission Integrated Inspections

Analysis of recent inspections shows that in nursery schools and classes, and partner provider centres the significant strengths remain:

- The happy confident children
- The very effective teamwork by staff
- The successful partnerships with parents and the wider community
- The welcoming ethos of the centres

The areas for improvement included:

- The need to develop more rigorous procedures for monitoring and evaluation to support improvement.
- The need to further involve children in their learning and provide appropriate and challenging learning experiences to meet their needs.

In all cases, Children and Families takes account of the areas for improvement arising from inspections with a view to supporting and challenging teams and establishments to ensure these areas are prioritised and acted on.

Audit Scotland

In addition to the above, Audit Scotland brings together representatives of various scrutiny bodies in a systematic way with the common aims of joint scrutiny scheduling and planning, shared risk assessment (SRA), and the delivery of a single corporate assessment. Both Education Scotland and The Care Inspectorate use information gathered from establishment and service-level inspections to inform this process.

Scrutiny of the Education Psychology Service is now a part of the SRA process, with evidence about the Education Psychology Service fed in to the Council's Assurance and Improvement Plan (AIP).

The AIP identifies that there have been significant improvements in the quality of the Education Psychology Service identified in the follow through inspection (March 2012). The AIP also states that the performance indicators for children and families are generally positive and the need for further improvement in the percentage of children who are looked after at home, identified by the Council's own monitoring process, will be addressed through the

implementation of the Getting it Right for Every Child early intervention approach.

Self-Evaluation for Improvement

The focus of our self-evaluation activity is to plan for improvement in order to make a positive difference in the lives of the people engaged in our services.

Outcome-focussed self-evaluation is increasingly well embedded across Children and Families. Centres, teams and schools are all involved in processes of self-evaluation and these continue to contribute to the Service's understanding of how it is performing against its strategic objectives and its improvement priorities. Self-evaluation is central to maintaining quality and to the pursuit of excellence. It is complementary to the wide range of external scrutiny arrangements currently operating across the Service.

The Self-evaluation Strategic Group continues with their three-year plan focusing on cross service themes including literacy, the lowest achieving pupils, transitions and health and wellbeing. The existing processes of self-evaluation, team planning and standards and quality reporting, alongside performance management systems and frameworks, are, and will continue to be, core to the strategic evidence gathering process.

Service user engagement

Children and Families gathers service user feedback in a range of ways, cross-Council and more targeted.

Pupils and parents/carers are surveyed on an annual basis. More than 11,000 primary pupils have completed the Growing Confidence Pupil Wellbeing Questionnaire and a further 3,300 secondary pupils have completed the 'About your school – views of pupils' survey. Almost 2,500 people took part in the parent/carers survey. Each school receives a report of the views of its pupils and

parents/carers. These views inform the development of school improvement plans. Responses are also collated and reported on a citywide basis and feedback informs the identification of priorities and areas for improvement. These have been incorporated into the plan.

The Young People in Care Council was convened in October 2010 and has made valuable contributions to service reviews, self-evaluation and recruitment. This dynamic group will continue to develop and promote the views of young people who are looked after by the City of Edinburgh.

Surveys are examined, wherever possible, to explore if there are significant differences in terms of gender, ability/disability, ethnic background and entitlement to Free School Meals.

As part of our work towards achieving Customer Service Excellence, we are becoming more systematic in seeking feedback from customers – internal and external; voluntary and ‘involuntary’ – and using it to plan service improvements.

Staff Surveys

As well as carrying out staff surveys of our own staff, we scrutinise our own performance in Council-wide staff surveys. The most recent survey was the Children and Families Employee Survey in 2011. The Council-wide survey is being carried by Ipsos MORI during April to June 2012. Results from all surveys help to inform our objectives.

Further Information

Risk Management

At its assessment in 2009, Children and Families was noted by Internal Audit as being risk aware. Continuing progress has been made. Work has been undertaken to embed Enterprise Risk Management at service level through risk workshops and individual meetings with senior managers. Risk registers are updated regularly at departmental level. Covalent is used by Children and Families to manage and administer risk register information. Plans are to embed Enterprise Risk Management throughout teams and establishments in the forthcoming months.

Enterprise Risk Management allows us to regularly assess, monitor, manage, control and plan around risks, using the methodology as an effective improvement tool.

Equalities, Diversity and Human Rights

Equality, diversity and children's rights are imbued throughout the Service Plan. The Equalities Act 2010 widened the number of characteristics or 'equalities strands' to include disability, race, gender, sexual orientation, faith, age, pregnancy, gender reassignment and marriage/civil partnerships. Looked After Children, young carers and families in areas of multiple deprivation are also considered as equalities groups. Management arrangements for equalities in Children and Families are through the Equalities Monitoring and Implementation Group with six-monthly reviews by Heads of Service. This work is supported by a Principal Officer Equalities.

Equalities Relevance Checks and Impact Assessments

Relevance checks are carried out on all reports going to Council Committees as well as major service reviews and budget decisions. Where the check highlights a possible significant negative impact on any equalities group, an Equalities Impact Assessment is carried out. The main area of business where equalities impact assessments are carried out is in relation to proposed budgetary savings.

Other Supporting Plans

The key relevant plans for Children and Families are the Integrated Children and Young People's Plan and the Single Outcome Agreement.

We would be pleased to receive your comments and feedback on this plan. Please send them to:

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HAPPY TO TRANSLATE

ترجمے کے لئے حاضر آনندےر সঙ্গে অনুবাদ করব

يسعدنا توفير الترجمة MOŻEMY PRZETŁUMACZYĆ 很樂意翻譯

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