

Children and Families Standards and Quality Report 2012

Education, Children and Families Committee

9 October 2012

Purpose of report

- 1 To advise the Education, Children and Families Committee of the Children and Families Standards and Quality Report 2012 and to summarise progress towards the expected outcomes as laid out in the Children and Families Service Plan 2011-2014. The report focuses on progress up to the end of the financial year 2011/12, i.e. up to the end of March 2012. Later information has been included where it is available and appropriate to report in order to give the full picture.

Main report

- 2 The requirement for all education authorities to produce a standards and quality report is set out in the Standards in Scotland's Schools (2000) Act.
- 3 As well as meeting this requirement, the production of this report is now a well-established part of the Children and Families performance reporting framework. It acts as an annual report on the work of the service area.
- 4 The content within the Children and Families Standards and Quality Report is based on the wide range of performance reports and indicators which are regularly reviewed by the Education, Children and Families Committee. Such reports include the annual attainment report, child protection performance, overall performance information.
- 5 This year, there is no separate annual report on performance towards the expected outcomes as laid out in the Children and Families Service Plan as the detail is included as an appendix to the Standards and Quality report.
- 6 The Children and Families Standards and Quality Report highlights the good progress and improvement achieved across all Children and Families Services over the period April 2011 to March 2012. It also highlights what we will do next to address areas that have been identified for further development.
- 7 This cover report provides a high level summary of progress in each Strategic Outcome and is accompanied by detailed progress in each indicator from the Children and Families Service Plan 2011-14.
- 8 Some of the achievements detailed in the report include:

- Good quality of provision for early years in pre-school establishments
 - Improvement in attainment with all National Priority secondary school attainment 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
 - Further reduction in the children and young people referred to the Scottish Children's Reporter Administration on offence grounds
 - Improvements in pupils' attendance and exclusions
 - High participation rate in Duke of Edinburgh Awards.
- 9 We have also made good progress with implementation of several major initiatives such as Getting it Right for Every Child, Curriculum for Excellence, Corporate Parenting and Early Years Change Fund.
- 10 From analysis of achievements and challenges, seven particular areas have been identified as priorities for improvement:
- 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 further increase the number of young people who enter and sustain positive destinations
 - To improve early support for children with Additional Support Needs
- 11 All areas for improvement have been incorporated into the Children and Families Service Plan 2012-15.

Financial Implications

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

Equalities Impact

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

Environmental Impact

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

Recommendations

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

- a) The improved and maintained performance during the reporting period
- b) The areas identified for further improvement.

Gillian Tee
Director of Children and Families

Appendices	1. Children and Families Standards and Quality Report 2012 – Technical Appendix
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

Standards and Quality Report

Children and Families 2012



getting
it right
for every child



Foreword

Welcome to the Children and Families Standards and Quality Report for 2012.

Every child and family across Edinburgh deserves the highest level of service and I am pleased this report demonstrates the progress the Children and Families Department have made over the last 12 months. It shows improvements in both our services to meet children's and young people's needs, as well as outcomes for children and young people.

Our commitment to improvement continues and in these difficult economic times it is even more important to know where to target our efforts and to know how well we are doing. The Edinburgh Guarantee has shown partnership working and co-operation at its best, and ensuring that every young person leaving school in Edinburgh goes on to a positive destination remains a key priority going forward. We have also seen good improvement in our social work services for children at risk. We proceed from a platform of strong and sustained performance improvements and I am confident that we will continue to make real progress.

In our schools we continue to see strong performances from the most able and higher performing children and young people and, critically, the focus on improving attainment for those lower attaining children is beginning to show results. Similarly, we continue to develop the quality and range of extra-curricular and wider achievement opportunities available to our children and young people, which greatly enhance their experience of school and preparation for adult life. Sustaining these successes will be a key challenge in the future.

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



Councillor Paul Godzik
Convener of Education, Children and Families Committee

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Introduction

I am very pleased to present our Children and Families Standards and Quality Report for 2012. The report covers the period from April 2011 to March 2012 and sets out how our services have performed during this time.

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

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

We are working to deliver our Corporate Parenting Action Plan, developed alongside partners and in consultation with young people, which aims to improve opportunities and outcomes for Looked After Children.

We are working alongside our partners to deliver our Early Years and Early Intervention Action Plan.

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

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



Gillian Tee
Director of Children and Families

The National and Local Planning Framework

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

Our Vision

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

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

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

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



Our Strategic Outcomes and Priorities for Improvement

We have continued to make progress across all seven of our Strategic Outcomes. We have also identified seven Priorities for Improvement based on an assessment of areas where we needed to target more effort to secure improvement. These priorities have been agreed together with our partners in the Edinburgh Children's Partnership. Our Strategic Outcomes and their associated Priorities for Improvement are detailed in the next section.

Our Strategic Outcomes

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

Improve support in early years so that children reach appropriate developmental and social milestones



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 will 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.

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

Improve the educational attainment of the lowest achieving pupils



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.

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

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; Improve life chances for Looked After Children including increasing the focus on Corporate Parenting; Improve early support for children with Additional Support Needs (ASN)



At present Looked After children are likely to experience poorer outcomes than their peers. We will address this through a range of measures. We aim to reduce the numbers of children who need to become Looked After by supporting families earlier and more effectively. Where possible we will help children remain in their own family networks by supporting kinship placements. We will improve supports for children who are Looked After at home to reduce the need for them to be accommodated. By doing this we can invest more in early and effective prevention work. We also aim to shift the balance of care towards more family-based care and make sure more children who are accommodated live with City of Edinburgh Council foster carers. This in turn will release more resources for earlier intervention.

We will work with partner agencies to continue to improve 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 children with disabilities. We will improve

access to relevant services, ensuring that children with Additional Support Needs have good opportunities to socialise, receive education in an appropriate setting, access further and higher education opportunities and make positive life choices.

Our children and young people are physically and emotionally healthy

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



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.

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.

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

Increase the number of young people who enter and sustain positive destinations



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

Providing quality services and making best use of our resources

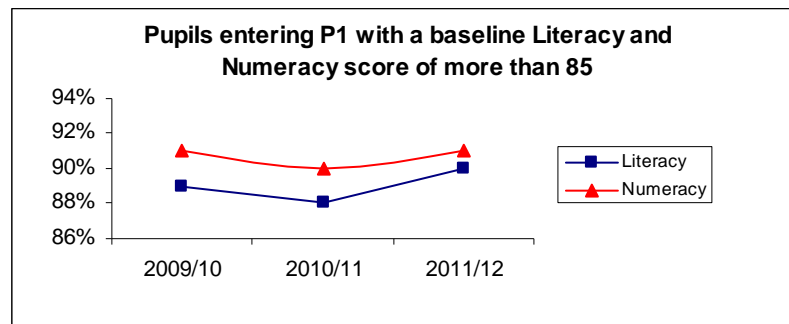


Our aim is to ensure that we make the best use of our resources to effectively support all work to improve outcomes for children, young people and their families. We aim to provide services and physical accommodation which are high quality and delivered in an efficient and effective way supported by financial stability. We will do this with high levels of risk-awareness and business continuity at all levels of planning. Key to successfully achieving high quality service delivery is to ensure that staff are motivated, high performing and have the skills, experience and expertise to excel and to provide excellent customer service.

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

How are we doing?

- High quality pre-school education with 100% of establishments judged to be good or better by the *Care Inspectorate*
- Of the 10% of early years establishments inspected by *Education Scotland*, all were graded as positive
- **All** children in Local Authority classes have access to a qualified teacher
- Additional support was provided to 50% of partner provider nurseries by increasing the number of early years peripatetic teachers
- **All** Local Authority nursery staff and 89% of voluntary and private sector staff meet qualification standards
- Two nurseries received national awards
- Good performance maintained in pupils entering P1 with baseline scores of more than 85 in literacy and numeracy



- Importance of outdoor play and learning emphasised with over 600 staff attending CPD opportunities
- Annual *Play Day* event in the Grassmarket, highlighting the value of free play opportunities, involved over 500 families



National Play Day Event held in the Grassmarket

- Increased support to parents through the further development of *Peers Early Education Partnerships* (PEEP) groups across the city
- Nearly 850 parents and carers participated in *Family Learning* opportunities
- Number of pre-school places increased by 8% over the past two years to accommodate rising numbers of pre-school children
- Opportunities to rationalise the estate and re-invest resources taken to increase the number of nursery places and support to families in identified areas of need

“Staff provide meaningful, real life contexts for children to develop and make strong progress in their early literacy and numeracy skills” – Education Scotland inspection report on Cameron House.

What we will do next

- Implement the *Early Years and Early Intervention Change Fund Action Plan*
- Plan for the provision of a minimum of 600 hours of early learning and childcare
- Strengthen support for vulnerable children, pre-birth to aged five, particularly Looked After Children
- Increase the availability of flexible, affordable childcare including through the development of a childcare cooperative
- Improve support in early years so that children reach appropriate developmental milestones
- Further reduce class sizes in P1-P3 in Positive Action schools
- Further improve levels of literacy and numeracy in P1
- Maintain the continual improvement in the quality of early years settings
- Ensure each neighbourhood, community and cluster has access to integrated flexible early years services
- Continue to increase the number of available nursery places to meet local demand wherever possible
- Support childcare workers to gain degree level qualifications in order to ensure the sector has suitably qualified managers to meet SSSC requirements
- Improvement and commitment to the development of Pre-Birth to Three Services will continue
- Continue to roll out the *PEEP* programme with the aspiration to have an age appropriate group running within easy access in all areas of the city
- Further development of play based learning in nursery and early primary

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

How are we doing?

- **All** seven National Priority secondary school attainment measures show year-on-year improvement since 2008
- **All** schools inspected by *Education Scotland* during 2011/12 were rated as positive
- An *Integrated Literacy Strategy* is in place

The City of Edinburgh is recognised for its approach to improving outcomes in literacy and is one of 5 *Literacy Hubs* across Scotland

- 4,500 pupils receive free music tuition through the *Instrumental Music Service*



Free music tuition in action

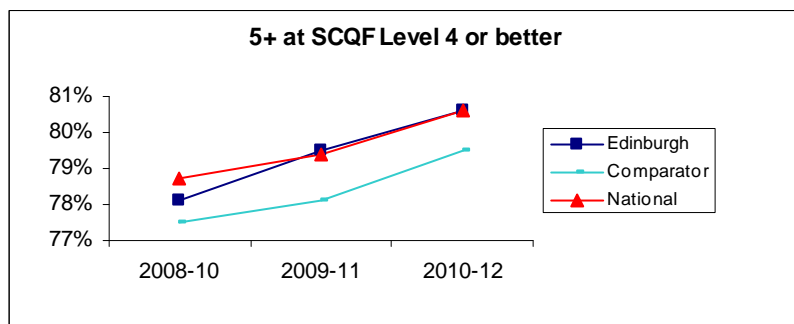
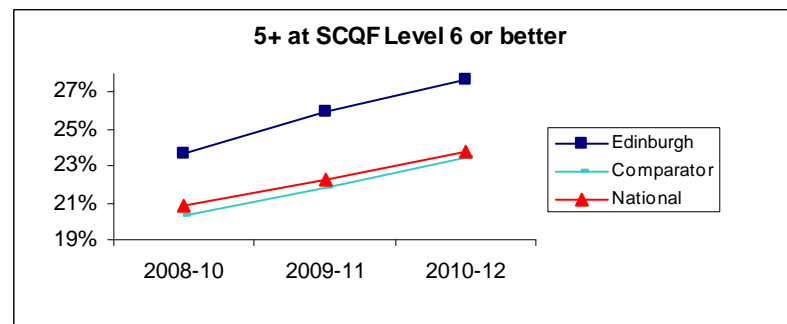
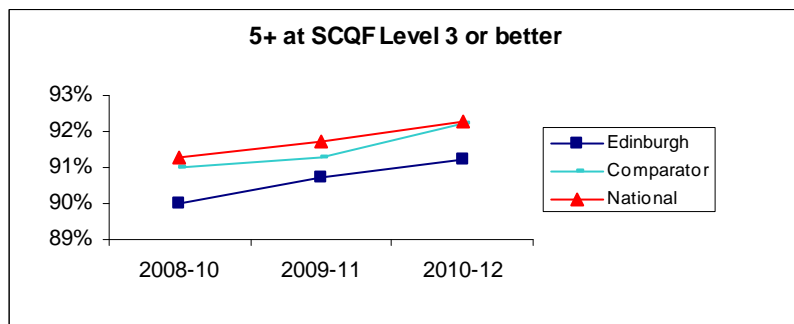
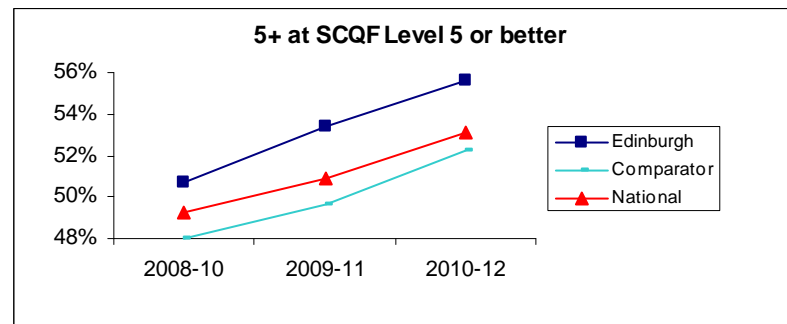
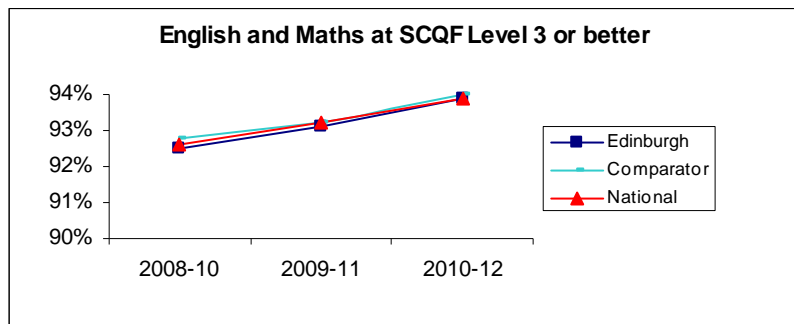
- More than 2,000 registrations with *Duke of Edinburgh's Award* and 617 awards achieved
- 80% of athletes in *Sports Academies* achieved selection to East of Scotland or national squads
- **All** schools are implementing a curriculum based on the broad, general education 3-15
- *Glow* rolled out to all schools and nurseries in Edinburgh

- **All** teachers and school leaders are well supported to continue to implement *Curriculum for Excellence*
- 95.2% attendance at primary and 92.7% at secondary (up from 94.8% and 91.1% in 2009/10)
- The *Education Welfare Service* achieved *Customer Service Excellence* with particular mention made of efforts in identifying hard to reach and disadvantaged groups of individuals and responding to their needs
- Permanent exclusions reduced to 17 in 2011/12 from 27 in 2009/10
- 13 pupils per 1,000 excluded at primary and 55 at secondary (nationally 11 at primary and 72 at secondary) in 2010/11
- The City of Edinburgh has produced a coherent *Assessment and Moderation Framework* to support staff in taking forward effective approaches in assessment and moderation
- 21 nursery and primary schools registered with the *Rights Respecting Schools Award Programme*

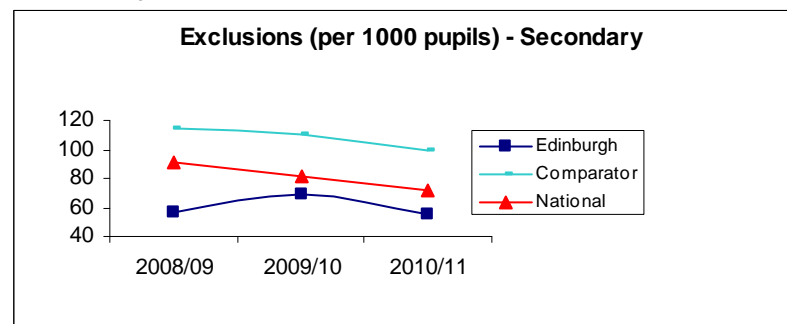


- 10,228 young people voted in the 2011 *Scottish Youth Parliament* elections, more than double the number voting in 2009
- Over 90% of parents are satisfied with their child's school

Attainment, measured by three-year rolling averages of achievements by the end of S6



Secondary Exclusions



What we will do next

- Ensure effective implementation of *Curriculum for Excellence* including assessment, moderation and reporting to parents
- Support the implementation of new exam arrangements
- Focus on improving children's literacy and numeracy skills for all pupils but particularly for the lowest attaining pupils
- Strengthen support for pupils with behavioural difficulties so that fewer need to be excluded
- Continue with *Tuancy Watch* as a joint project with Lothian and Borders Police
- Improve school attendance, particularly at primary schools and amongst Looked After Children
- Implement the *Parental Engagement Strategy* to involve parents in their child's learning
- Target provision of free music tuition to the most vulnerable pupils
- Develop and implement the *Literacy Strategy Group Action Plan*, with particular regard to outcomes from the Supported Self-Evaluation
- Increase the number of children and young people, particularly from disadvantaged areas, gaining experience of a residential educational trip to one of City of Edinburgh's two Residential Outdoor Centres
- Development of outdoor learning, particularly in Positive Action schools

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

How are we doing?

- Mainstreaming of the *Getting it Right for Every Child* approach is well underway
- There are around 1,400 children who need to be looked after in Edinburgh
- A *Corporate Parenting Action Plan* has been developed with partners and in consultation with young people to improve opportunities and outcomes for Looked After Children
- Increases in kinship care, foster care and adoptions
- Service Improvement Plans developed and implemented in all service areas for Looked After and Accommodated Children



6 month old Alice featured in the recent Foster Campaign

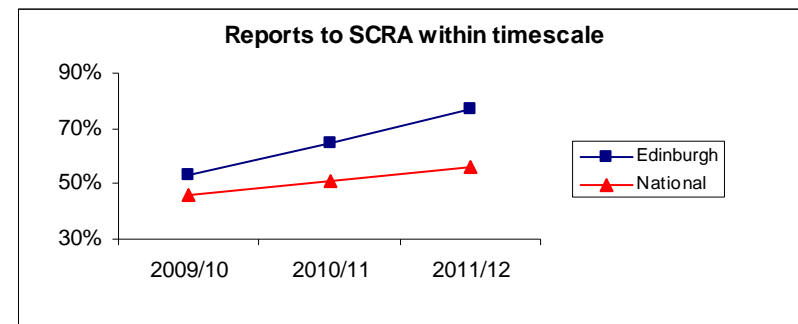
- 57% of children placed were with City of Edinburgh Council foster carers
- 49 children left care through adoption (up from 40 in 2009/10)

“The adoption process was underpinned by the promotion of attachment. When identified as in need of permanence, children were mostly placed quickly for adoption and three of the four (tracked had lived with one foster carer prior to adoption. This meant that children were able to make and sustain relationships and so improve their life chances” Care Inspectorate

- **All** Family Based Care inspections achieved gradings of Good, Very Good or Excellent across all quality indicators inspected
- 63% of Looked After Children in a sustained positive destination (55% nationally)
- 88.7% attendance at school for Looked After Children (88.6% nationally)
- Average tariff score from exam results of Looked After Children was 84 (79 nationally)

Family Based Care has been chosen as a demonstration site by the UK Fostering Network to promote social pedagogy in foster care

- There are around 250 children on the Child Protection Register in Edinburgh
- 77% of reports to *Scottish Children’s Reporter Administration* were submitted within timescale (56% nationally and up from 53% in 2009/10)



- 81% of initial case conferences were held within timescale (up from 79% despite a change in the requirement from 28 days to 21 days)
- 98% of initial supervision visits were made within timescale (up from 86% in 2009/10)
- 37% of overnight respite nights were provided outwith a care home

What we will do next

- Strengthen early support for families so fewer children need to be Looked After
- Focus on addressing the impact on children and young people of parental drug and alcohol misuse
- Continue to identify and support children with Additional Support Needs
- Continue to implement the Looked After and Accommodated Children's services strategy and improvement plan
- Continue to implement the *Corporate Parenting Action Plan*
- Improve care planning, and outcomes, for those leaving care
- Implement the *Early Years and Early Intervention Change Fund Action Plan*
- Increase the percentage of children Looked After Children who are looked after at home
- Increase the percentage of those in foster care who are placed with City of Edinburgh foster carers
- Provide good quality accommodation for all looked after children and ensure care leavers have access to safe, affordable housing
- Continue to improve outcomes for Looked After Children, particularly exclusions from school
- Continue to monitor, update and implement actions in the Child Protection Improvement Plan
- Develop and implement a strategy to further engage children and their families with the services they receive
- Build on the results of the 3 month pilot of qualitative case evaluation
- Build capacity in the play scheme service for children with disability during school holidays
- Complete the new build respite unit (Seaview)

Our children and young people are physically and emotionally healthy

How are we doing?

- 2,000 pupils from 45 primary and special schools took part in *Edinburgh Gets Set for the Games*, a cross-curricular project inspired by London 2012
- 16 Young Ambassadors from Edinburgh schools volunteered as *Young Games Makers* at the London 2012 Paralympic Games

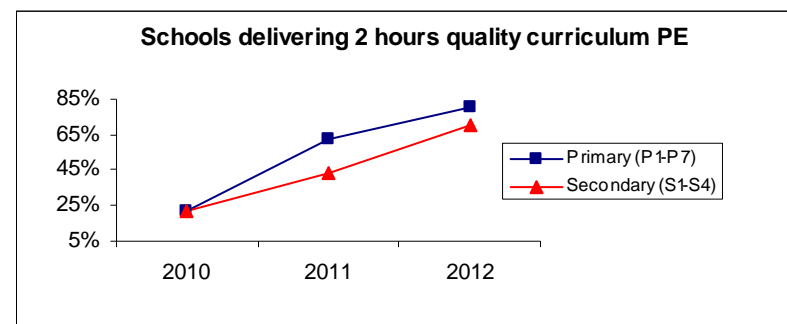
Get Set for the Games project culminated in an Olympic-style event at Meadowbank stadium in June 2012 involving nearly 1,000 pupils

- 1,600 S5 pupils attended sexual health seminars
- Risk taking behaviour policy has been developed to support a more integrated approach to personal and social education
- *Scottish Schools Adolescent Lifestyle and Substance Use Survey 2010* generally shows reductions in smoking, drinking and drug use
- Innovative work on sexual health and relationships in special schools and residential units include the development of a specific resource



“We noted that City of Edinburgh Council are taking a risk-taking behaviours approach with cross policy agendas and creating key links between Curriculum for Excellence, substance misuse, GIRFEC etc. We welcome this approach.” Scottish Government annual visit to NHS Lothian Sexual Health Strategy Board

- *Child Healthy Weight Programme* now in ten primary schools
- Development of a specific Commissioning Plan to increase funding for alcohol and drugs services
- 8.3 teenage pregnancies per 1,000 in under 16-year olds in 2010/11, down from 8.8 in 2008/09 (7.4 nationally)
- 80% of primary schools achieved two hours and 70% of S1-S4 in secondary schools achieved two periods of quality curriculum PE



- Highly successful *Growing Confidence* programme mainstreamed into a Mental Health and Wellbeing team
- 469 staff trained in *Confident Staff, Confident Children* with 91% feeling that their understanding and awareness of factors that impact on mental health and wellbeing had increased

“It has been a privilege attending the course. I feel that it has had a positive impact on my own emotional health and wellbeing and my ability to understand and support pupils and staff” – Confident Staff, Confident Children attendee

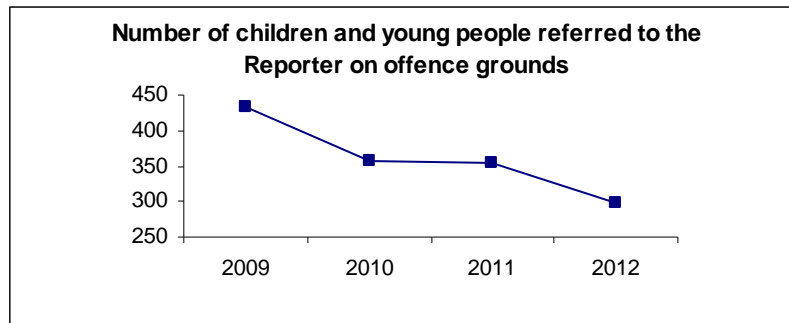
What we will do next

- Further increase the number of children/young people receiving the national target of 2 hours/periods of quality curriculum PE per week
- Improve health outcomes for children including sexual health, emotional health and wellbeing and drug and alcohol misuse
- Continue to embed *Confident Staff, Confident Children* and build on this training across the early years and primary sectors
- Develop appropriate resources or training for staff, parents and pupils, within secondary schools on mental health and wellbeing
- Pilot risk-taking behaviour seminars with S4 pupils
- Develop links with adult alcohol and drug treatment services to improve early intervention and support for children living in substance-using households
- Develop community based interventions around obesity and poor nutrition
- Carry out an evaluation of *Edinburgh Gets Set for the Games* and roll out for the Commonwealth Games in 2014

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

How are we doing?

- Inter-agency pre-referral screening continues to keep the number of children referred to the *Scottish Children's Reporter Administration* on offence grounds to a minimum (299, down from 732 in 2008/09)
- The number of repeat offenders reduced by 50% from 28 to 14



- 10 per 1,000 children reported to the Reporter for offending, lower than most other Scottish authorities including the four large cities

11th (from 17th) out of 40 UK local authorities in the Stonewall Equality Index continuing improvements in policy, practice and staff training in tackling homophobia

- 73% of pupils at S2 said their school was good or very good at dealing with bullying (up 6%)
- 87% of primary pupils say they feel safe at school, 75% of secondary pupils say they feel safe and cared for in school
- **All** schools are developing individual school anti-bullying and equalities policies by December 2012
- Additional women's worker recruited allowing work with more men in the *Working With Men* programme

- Attracted Scottish Government funding for the development of a Polish domestic abuse service
- CEDAR (Children Experiencing Domestic Abuse Recovery) programme now an integrated service within Edinburgh Family Support Service
- Developing neighbourhood parent support service including addressing problem behaviour amongst teens



- *Teen Triple P* (Positive Parenting Programme) for young people and their parents continued with 26 parents, with outcomes showing 80% reduction in parental stress and anxiety and 70% reduction in parent child conflict

"This programme has helped me considerably in dealing with my teenage children and I will definitely continue to use the book and these strategies. I really enjoyed the course and it was extremely helpful" - Mum of three teenagers involved in *Teen Triple P*

- Edinburgh Family Support Service effectively working alongside local colleges to support young people to access courses

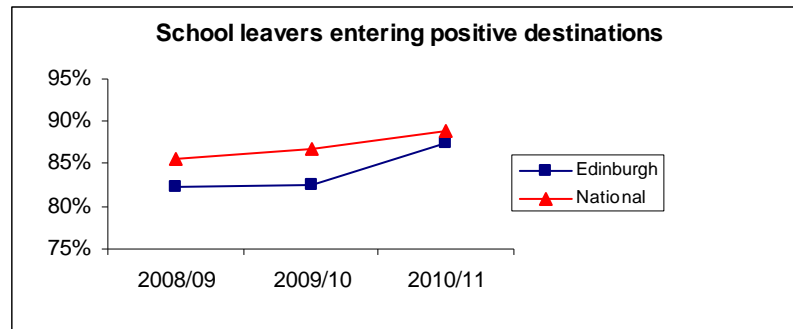
What we will do next

- Develop specific anti-bullying and equalities procedures for special schools, early years and residential units
- Increase the percentage of pupils in primary and secondary schools who say their schools is good at dealing with bullying
- Provide advice for schools to implement actions arising from the analysis of the pupil self-evaluation survey
- Produce an *Equality, Rights and Diversity Action Plan* based on the evidence we have gathered
- Recruitment of a Polish Men's Worker to allow development of a service for Polish families
- Continue to develop the *Whole Systems Approach* by increasing the range of services for 16 and 17 year olds within the Youth Offending Service
- Develop the range of existing services for Youth Offending Service clients to include specialised programmes to address violence and sexually harmful behaviour
- *Teen Triple P* parenting programme will offer an enhanced one to one and group work basis to meet the needs of families where child protection concerns have been raised.
- *Triple P* parenting programme to be extended to prisoners in Edinburgh
- Funding agreed to develop a toy library for the pre-school/primary school children which will offer play experiences and extra-curricular activities

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

How are we doing?

- The *Edinburgh Guarantee* has been in place for a year and, in partnership, has successfully created 400 employment opportunities targeted at unemployed young people aged 16-19
- 50 *Modern Apprenticeships* offered across the Council with a further 50 planned for 2012/13
- Effective partnership working in place with Business, Further and Higher Education, Skills Development Scotland and Schools
- 87.4% school leavers (in 2010/11) entered positive destinations which is the best performance for a decade (88.9% nationally)



- Additional ESF funding to support youth literacies has resulted in 198 new learners with the majority on *16+ Activity Agreements*
- *Edinburgh Literacies Partnership* provides a comprehensive programme of literacies learning across the city
- Range of community based educational activities from *Adult Education Programme* to literacy support for parents, and a wide range of children's clubs and youth clubs

- Around 17,500 adults engaged in learning opportunities per week



Adult learning upholstery class

- 85% of adults achieved all or part of their learning goals
- Community Learning and Development services have been redesigned and has resulted in more targeted work with young people, adult literacy learners, parents and carers
- The *Edinburgh Youth Issues Forum* is now well-established alternating between young people's themed events and committee meetings
- 1,000 non-English speaking people received English language tuition (up by 14.9%)

What we will do next

- Continue to promote *The Edinburgh Guarantee*
- Continue to work with young people identified as at risk of entering a negative destination and provide appropriate support towards a positive destination
- Increase the number of young people who enter and sustain positive destinations
- Increase youth work participation, particularly amongst Looked After Children
- Increase number of adult learners gaining accreditation
- Work with partners to develop a poverty strategy for Edinburgh
- Work in partnership with UNICEF to embed Children's Rights across our services

Providing quality services and making best use of our resources

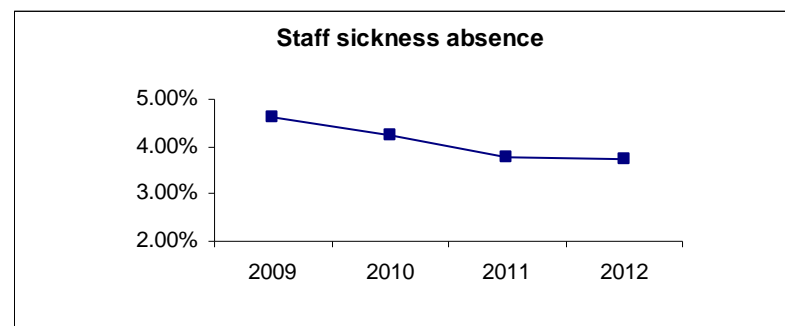
How are we doing?

- Balanced budget achieved for 3 years
- £148m capital investment by Council planned over the next four years in schools and the wider estate
- £24.5m savings, with a further £32m up to 2020, delivered through school estate rationalisation
- Over £1m of efficiencies achieved through priorities, budget and spend alignment work by the Commissioning Team
- Three new secondary schools under development: James Gillespie's High School, Portobello High School and Boroughmuir High School
- Extensions planned for two primary schools: Corstorphine and Towerbank
- Scottish Government Grant funding secured for New Gaelic Medium Education (GME) Nursery and Primary School
- 98% of primary and 87% of secondary schools judged satisfactory or better condition



- At the last *British Standards Audit* for BS25999 (April 2012), Business Continuity awareness was rated as very high
- Continued to support staff's learning and development through providing learning opportunities in the CPD directory

- Almost 2,500 parents and carers took part in our second citywide self-evaluation survey of schools with results showing parents and carers being very positive about their child's experience at school
- Staff sickness absence reduced by 19% since 2009



- *People Plan* to ensure staff feel valued, achieve their potential and deliver on departmental objectives, providing high-quality services to children and their families, is now well-established
- Children and Families (along with all other areas of the Council) achieved *lIP Gold* status – the first Scottish Authority to achieve this
- *Customer Service Excellence* accreditation achieved in Planning and Performance, Family and Community Support, Education Welfare Service and Queensferry High School
- Team planning, clearly linked to departmental strategic outcomes, is in place in nearly 98% of central service areas
- The Commissioning Team working alongside service managers have prepared nine service specific consultation documents

First Council in Scotland to adopt and share a Framework Agreement Approach to commissioning


- We are getting to know ourselves better, with programmes of self-evaluation now undertaken routinely across the department

What we will do next









- Respond to continuing financial challenges through *Priority Based Planning* process
- Ensure that the school estate can respond to the anticipated increase in pupil rolls
- Progress all current school developments including new schools, extensions and refurbishments
- Increase the level of use of schools' facilities, primarily by the local community
- Improve the physical environment for residential and secure care
- Carry out consultation on the nine service specific commissioning plans, finalise and implement the plans
- Continue to improve our approach to customer service across Children and Families and achieve *Customer Service Excellence* accreditation for more services including two school clusters
- Further improve turnout for *Youth Parliament Elections*
- Continue to monitor, update and implement the actions identified under the five areas of the *People Plan*
- Ensure the *People Plan* is developed and includes feedback from the liP review and the staff attitudes survey
- Promote and undertake an annual service user engagement survey programme
- Promote parental engagement in education
- Continue Looked After Children service user group to inform service provision
- Sustain the business systems, including business support, required to provide timely information to managers and practitioners







Children and Families Standards and Quality Report 2012


Technical Appendix

Outcome	Narrative on progress	Status
<p>1. Children have the best start in life, are able to make and sustain relationships and are ready to succeed</p>	<p>Overall very good progress has been made since the launch of the early years strategy in March 2010.</p> <p>Key achievements include:</p> <ul style="list-style-type: none"> • Improving the quality of early years services • Focussed work on 0-3s developments • The introduction of new posts within nursery schools and classes • Re-invested resources in areas of need • Increased the number of local authority nursery places • Increased support for parents and improved the outdoor learning experiences for children <p>Quality of pre-school provision The quality of provision in pre-school establishments is overall very good with the latest year's performance showing 92% receiving positive Education Scotland inspection reports. 100% of establishments inspected between July 2010 and June 2011 were rated Good, Very Good or Excellent by the Care Inspectorate.</p> <p>Over the past year, 10% of early years establishments, including 14 partner provider nurseries, were inspected with no grades awarded as less than satisfactory.</p> <p>Two nurseries have received national awards this year.</p> <p>Access to a qualified teacher All children in Authority Nursery Schools and Classes have access to qualified teachers. 40% of children in Edinburgh receive their pre-school education in Partner Provider centres. Of those 37% had access to a qualified teacher in 2010/11, a slight improvement on the previous year's performance. Information for 2011/12 will be available in late 2012.</p> <p>Support to families A comprehensive training programme for staff within early years to gain skills in engaging more effectively with parents has been undertaken. Over 200 staff are trained in the universal PEEP programme and approximately 70 groups are running across the cit, providing early learning opportunities and universal support to families.</p> <p>Child and Family Centres continue to provide services for our most vulnerable and very young children (0-3 years) and have also extended their community work with families providing various parenting support/programmes to enable vulnerable or 'hardly reached' families access universal parenting or child development work within local communities.</p> <p>Pre-birth to Three Priority has been given to supporting improvement in the quality of 0-3 year services. A comprehensive training programme for staff working with 0-3s in baby rooms has been delivered, a quality assurance framework has been developed and implemented, changes</p>	

Outcome	Narrative on progress	Status
	<p>have been made to service level agreements to include expectation that all 0-3s practitioners will implement the new Pre-birth to Three National Guidance.</p> <p>P1-P3 Class Sizes For school year 2011/12, 15.3% of pupils in P1-P3 were in class sizes of 18 or fewer. All P1 classes have a maximum of 25 pupils unless additional pupils have been allocated places on exceptional grounds by the independent placing appeals committee. Where lack of physical accommodation restricts additional classes being established, team teaching arrangements are used as agreed with the Scottish Government. Using this agreed definition, almost all P1 classes have pupil:teacher ratios of 25 or fewer.</p> <p>The challenges are to maintain P1 classes at a maximum of 25 in the context of rising school rolls with pressure on school places in some areas of the city (though there are 5,000 spare places overall) and the restrictions of the physical accommodation. Our priority in reducing class sizes further is to focus on Positive Action (PA) schools. Latest information (as at 11 September 2012) shows 51% of P1 pupils in PA schools in classes of 18 or fewer and 76% in classes of 20 or fewer.</p> <p>Early Years Change Fund The Scottish Government have allocated Early Years Change Funding to deliver a shared commitment to giving children the best start in life and to improve life chances of children. An additional allocation has been made for under 2s who are vulnerable or Looked After. This additional resource will be used to increase support to vulnerable children and improve access to services in line with agreed local and national priorities.</p>	

Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Percentage of pre-school settings achieving positive (satisfactory or better) inspection reports	N/A	85%	87%	88%			Latest data taken from 93 Education Scotland inspections (28 April 2008-31 March 2012) of all local authority and partner provider pre-school settings. National performance is 92%. The latest year's performance showing 92% receiving positive Education Scotland inspection reports. 100% of establishments inspected between July 2010 and June 2011 were rated Good, Very Good or Excellent by the Care Inspectorate.	Aileen Mclean
Percentage of children entering P1 with a baseline numeracy score of 85 or more	91%	90%	91%	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.	Aileen Mclean
Percentage of children entering P1 with a baseline literacy score of 85 or more	89%	88%	90%	90%				
Percentage of private sector and voluntary sector early years/childcare workers who meet SSSC requirements	83%	89%	N/A	84%			Target of 84% has been surpassed and the target now is to maintain at 89% to reflect annual turnover of staff. 100% of Local Authority staff are qualified.	Gillian Hunt; Aileen Mclean











Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Percentage of partner provider pre-school establishments with access to qualified teacher	37%	37%	N/A	37%			By increasing the number of early years peripatetic teachers, additional teacher support has been provided to 50% of partner provider nurseries.	Aileen Mclean
Numbers of parents and carers participating in Family Learning opportunities in targeted schools and nurseries	481	750	848	800				David Bruce
Percentage of P1 to P3 classes of 18 or less	14.5%	16.5%	15.3%	20%			Current performance data taken from pupil census in September 2011. Our priority in reducing class sizes further is to focus on Positive Action (PA) schools. Latest information (as at 11 September 2012) shows 51% of P1 pupils in PA schools in classes of 18 or fewer and 76% in classes of 20 or fewer. The long-term target is for P1-P3 pupils in all Positive Action schools to be in class sizes of 18 or fewer where physical accommodation allows.	Ron Waddell















Outcome	Narrative on progress	Status
2. Children and young people are successful learners, confident individuals, effective contributors, and responsible citizens making a positive contribution to their communities	<p>Quality of Schools</p> <p>The data used to report quality of schools is nationally published which takes a rolling average over a number of years and offers the opportunity for comparison. The latest information is for schools inspected between April 2008 and March 2012 giving four years of data and covering inspections of 37 primary schools and 12 secondary schools.</p> <p>The latest single-year data relates to inspections taking place between August 2011 and July 2012. Of the five primary schools inspected, one was evaluated overall as Very Good, two as Good and one as Satisfactory. For the two secondaries inspected, one was evaluated overall as Very Good and one as Good.</p> <p>Self-evaluation has been an area for improvement across all primary and secondary schools. Since session 2010/11 all schools are asked to self-evaluate their performance in the quality indicators relating to the quality of learning and teaching (2.1 The quality of learners' experience and 5.3 Meeting learners' needs). The school's own self-evaluation is then validated by the Quality Improvement Officer working with the school. Following a school's self-evaluation, improvements are then incorporated into the school improvement plan and, where required, additional support is agreed between the school and the Quality Improvement Team. The result of the self-evaluations for the school year 2011/12 are as follows:</p> <ul style="list-style-type: none"> • 95% of primary schools and 95% of secondary schools achieved Good or above in the quality of learners' experiences • 94% of primary schools and 94% of secondary schools achieved Good or above in the quality of meeting learners' needs. 	





















Outcome	Narrative on progress	Status
	<p>Attainment Underpinning all improvements in attainment are improvements in learning and teaching approaches, specifically active learning approaches which involve pupils directly in their learning. We continue to implement Curriculum for Excellence and have provided a range of support to all schools in curriculum courses and programmes, assessment and moderation activities. There is a tracking system in place through SEEMIS in all schools and there are revised reporting and profiling practices in place in all schools.</p> <p>Overall three-year averages by the end of S6 The measures used to track performance are attainment by the end of the S6 as a percentage of the relevant S4 cohort and are calculated as 3-year rolling averages in order to minimise the effect of any single cohort. These were formerly known as National Priority measures. All seven of these National Priority measures show year-on-year improvement since 2006-08. All are in line with (within one percentage point) or better than of the average of our Education Scotland Comparator Authorities and almost all (with one exception) are in line with or better than the national average. Performance is particularly good at Level 5 and 6.</p> <p>English Schools continue to deliver specific Literacy inputs to those young people who are not making expected progress in Literacy. Our Literacy strategy 3-18 provides improved direction for schools on programmes and approaches, more direction on consistent delivery of Literacy programmes and an agreed range of interventions. We will continue to develop Literacy approaches specifically with a revised programme for P1 and P2 pupils. All Secondary Schools will continue to receive inputs from our multi-disciplinary team on reading across learning in session 2012-2013 building on the work in 6 targeted schools who received intensive support.</p> <p>We are one of 5 local authorities invited to be a National Literacy 'Hub' and we are now leading work across our neighbouring authorities; West Lothian, East Lothian, Midlothian and Scottish Borders.</p> <p>Maths We have received funding to plan and develop Number Counts which is an intervention aimed at those young people who do not make expected progress. We will develop a Numeracy strategy similar to our approaches in Literacy.</p> <p>Five or more SCQF awards at Level 3 and Level 4 We continue to see improvements in performance in the number of pupils who achieve five or more SCQF awards at Level 3 and five or more SCQF awards at Level 4. We continue to have this cohort as a targeted group as our current performance in each indicator is below the national performance data. We continue to develop increased vocational curriculum experiences and school/college partnership programmes to ensure an appropriate curriculum for all.</p> <p>Five or more SCQF awards at Level 5 We have sustained the level of performance of our most able pupils in the attainment measure of five or more SCQF awards at Level 5.</p> <p>Attainment in S5 and S6 Attainment shows an improving trend in almost all indicators in S5 and S6. Improvements in performance are again based on improved learning and teaching, an appropriate curriculum, high expectations and robust monitoring and tracking.</p>	















Outcome	Narrative on progress	Status
	<p>Attendance The latest data is taken directly from the schools' management system with primary and secondary showing significant improvement from the figures in 2010/11. The 2011/12 figure for primaries shows improvement from 94.5% to 95.2% and the figure for secondaries shows improvement from 91.1% to 92.7%. No national data is available for 2011/12 as this will now only be published once every two years. The national average in 2010/11 was 91.1% in secondary and 94.8% in primary. There is clear evidence to link school attendance and achievement. Pupils who attend school regularly and are offered access to high quality learning and teaching will have access to greater employment opportunities. Robust monitoring by schools, Education Welfare Service and the Inclusion Coordinator is necessary to ensure that the drive to improve attendance continues. Use of attendance orders and also Operation Disenchant , a partnership project between police and Education Welfare Service have been used to tackle truancy from school. Further strategies to improve attendance have been identified and are being developed to support our shared aspiration that all young people are better educated, more skilled, have the best start in life and are ready to succeed. These include more robust monitoring and recording arrangements and improving adult/pupil relationships through a restorative approach. We also intend to use prosecutions where attendance orders are not being met.</p> <p>Exclusions Significant reductions in the number of children being permanently excluded from primary and secondary schools have been evident since 2007 with the latest information for 2011/12 from the schools' management system showing a further improvement in primary from 5 to 4 and in secondary from 15 to 13. Performance in overall exclusions is in the third quartile nationally for primaries and in the second quartile for secondaries based on performance in 2010/11.</p> <p>A dedicated inclusion coordinator is in place and a tracking system is in place to support weekly monitoring is carried out to highlight individual needs. The emphasis is on inclusion through use of alternatives to exclusion in all schools. A policy and a procedure have been recently revised and now both emphasise inclusion through alternatives to exclusion. Liaison with senior school staff ensures a solution focused approach is used to determine the young person's continuing education. An integrated Getting it Right approach identifies pupils at risk of becoming excluded and makes best use of a range of resources to provide appropriate support. These include:</p> <ul style="list-style-type: none"> · De-escalation strategies · Staged intervention · Use of restorative approaches · Mediation <p>Our alternatives to exclusion policy and procedure is currently under review.</p> <p>Duke of Edinburgh Awards The number of young people participating in Duke of Edinburgh Awards continues to grow with the latest figure showing good improvement from around 1,800 to more than 2,000 in 2011/12. We are anticipating that this figure will continue to rise with a 20% increase per year. Latest performance data shows a marked increase on the 2010/11 figure, which was adversely affected by recording issues in the new national online system, to 617. Additionally, the Junior Award Scheme Scotland (JASS) continues to grow and it is anticipated that in two years' time Edinburgh will have approximately 1,000 JASS Gold holders. Many of these young people are likely to sign up for the Duke of Edinburgh Bronze award.</p> <p>Special schools Considerable progress has been made in developing systematic, robust and meaningful processes for effective self-evaluation of improvements in performance in special schools. A process has been developed and shared with all special schools to inform effective</p>	









Outcome	Narrative on progress	Status
	<p>standards and quality reporting from session 2012/13. This process has been positively endorsed by Education Scotland in recent inspections. The work has included developing a coherent and customised dataset across special schools to support schools in the self-evaluation process. All schools have customised the dataset to meet the needs of their school population whilst still working within a standardised and coherent framework.</p> <p>During session 2012/13 officers from the authority will support schools to validate their evaluation of improvements in performance and to seek ways in which further improvements can be made. The sharing of evaluations and datasets across schools will be developed to enable schools to benchmark, where appropriate, and increase their knowledge and understanding of new and alternative ways to support improved performance. By August 2013 a dataset for each special school will be produced centrally with all relevant information published.</p> <p>Positive Destinations</p> <p>The Edinburgh Guarantee has now been in place for a year. We have created over 400 employment opportunities which are targeted at unemployed young people aged 16-19. We have improved governance structures in place and a clear youth employment plan which has been shared with a wide range of stakeholders. Performance in the School Leaver Destination follow up report published in June 2012, shows that we have maintained our performance in terms of sustained destinations.</p> <p>The introduction of the new Edinburgh College through the regionalisation agenda will provide improved coherence in ensuring that more of our school leavers move into positive destinations. Further education funding has been realigned to support more 16-19 year olds entering this sector.</p> <p>We have structures in place to discuss with Universities the number of pupils who enter Higher Education and to build on our performance which is already above national averages.</p> <p>In session 2011/12 we offered 50 Modern Apprenticeships within the City of Edinburgh Council. In session 2012-2013, we will offer a further 50 Modern Apprenticeships. Within the Council we have also increased our training places through the provision of 80 places annually on the Inspiring Young People training course.</p> <p>We continue to have more robust systems in place to monitor and track young people's intended destinations and to provide increased vocational opportunities and better employability programmes working with partners.</p> <p>We have effective partnership working with Business, Further and Higher Education, Skills Development Scotland and Schools.</p> <p>Youth Forums</p> <p>Youth forums are an important vehicle for young people to meet together and get their views across to policy makers. The format of the forums will be further developed to increase opportunities for young people's participation with citizenship and democracy as a major focus in the lead up to the Scottish Independence Referendum.</p> <p>A comprehensive training programme has been put in place for part-time youth workers to ensure continued high quality provision across open and targeted provision.</p>	


Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Percentage of primary schools achieving positive (satisfactory or better) inspection reports	N/A	91%	89%	92%			Data are from Education Scotland inspections (28 April 2008 -31 March 2012) of 37 primary schools. National performance is 91%. The latest single-year data relates to inspections taking place between August 2011 and July 2012. Of the five primary schools inspected, one was evaluated overall as Very Good, two as Good and one as Satisfactory.	Karen Prophet
Percentage of secondary schools achieving positive (satisfactory or better) inspection reports	N/A	88%	83%	89%			Data are from Education Scotland inspections (28 April 2008 -31 March 2012) of 12 secondary schools. National performance is 88%. The latest single-year data relates to inspections taking place between August 2011 and July 2012. Of the two secondaries inspected, one was evaluated overall as Very Good and one as Good.	Karen Prophet
Percentage of pupils achieving SCQF Level 3 in maths and English by the end of S6	92.5%	93.1%	93.9%	93%			The 2011/12 data is pre-appeal. This data is a 3-year rolling average with the latest figure relating to the three-year average (09/10 - 11/12) of the percentage of the relevant S4 cohort achieving at least Level 3 in English and Maths by the end of S6. Performance in this indicator is in line (within 1%) with both the national average of 93.9% and the comparator authorities' average of 94.0%.	Karen Prophet
Percentage of pupils achieving 5 or more awards at SCQF at Level 3 or above by the end of S6	90.0%	90.7%	91.2%	91%			The 2011/12 data is pre-appeal. This data is a 3-year rolling average with the latest figure relating to the three-year average (09/10 - 11/12) of the percentage of the relevant S4 cohort achieving at least five awards at SCQF Level 3 or above by the end of S6. Performance in this indicator is below the national average of 92.3% and in line (within 1%) with the comparator authorities' average of 92.2%.	Karen Prophet
Percentage of pupils achieving 5 or more awards at SCQF at Level 4 or above by the end of S6	78.1%	79.5%	80.6%	79%			The 2011/12 data is pre-appeal. This data is a 3-year rolling average with the latest figure relating to the three-year average (09/10 - 11/12) of the percentage of the relevant S4 cohort achieving at least five awards at SCQF Level 4 or above by the end of S6. Performance in this indicator is in line (within 1%) with the national average of 80.6% and better than the comparator authorities' average of 79.5%.	Karen Prophet

Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Percentage of pupils achieving 5 or more awards at SCQF at Level 5 or above by the end of S6	50.2%	52.9%	55.1%	51%			The 2011/12 data is pre-appeal. This data is a 3-year rolling average with the latest figure relating to the three-year average (09/10 - 11/12) of the percentage of the relevant S4 cohort achieving at least five awards at SCQF Level 5 or above by the end of S6. Performance in this indicator is better than both the national average of 52.6% and the comparator authorities' average of 51.7%.	Karen Prophet
Percentage of pupils achieving 1 or more awards at SCQF at Level 6 or above by the end of S6	47.1%	50.4%	53.0%	48%			The 2011/12 data is pre-appeal. This data is a 3-year rolling average with the latest figure relating to the three-year average (09/10 - 11/12) of the percentage of the relevant S4 cohort achieving at least one award at SCQF Level 6 or above by the end of S6. Performance in this indicator is better than both the national average of 49.2% and the comparator authorities' average of 48.8%.	Karen Prophet
Percentage of pupils achieving 3 or more awards at SCQF at Level 6 or above by the end of S6	34.6%	37.4%	39.1%	35%			The 2011/12 data is pre-appeal. This data is a 3-year rolling average with the latest figure relating to the three-year average (09/10 - 11/12) of the percentage of the relevant S4 cohort achieving at least three awards at SCQF Level 6 or above by the end of S6. Performance in this indicator is better than both the national average of 34.9% and the comparator authorities' average of 34.3%.	Karen Prophet
Percentage of pupils achieving 5 or more awards at SCQF at Level 6 or above by the end of S6	23.7%	25.9%	27.7%	25%			The 2011/12 data is pre-appeal. This data is a 3-year rolling average with the latest figure relating to the three-year average (09/10 - 11/12) of the percentage of the relevant S4 cohort achieving at least five awards at SCQF Level 6 or above by the end of S6. Performance in this indicator is better than both the national average of 23.8% and the comparator authorities' average of 23.4%.	Karen Prophet
Average tariff score of lowest performing 20% of S4 pupils in mainstream schools	56	62	N/A	57			Latest performance data relates to 2010/11 pre-appeal. Targets are based on forward projection of past 5 years' performance and revised due to significant improvement on the 2009/10 figure of 56.	Karen Prophet
Percentage of nursery, primary, secondary and special schools with GLOW	N/A	91.6%	100%	100%			Roll out of Glow is now complete.	Karen Prophet
Number of primary schools per year using the Growing Confidence Pupil Wellbeing	20	58	67	60				David Bruce







Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Questionnaire (PWQ) (as a self-evaluation tool)								
Percentage of schools (all local authority schools, independent and partner providers) participating in eco-schools award scheme	81%	84%	89%	85%			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 1 eco-school award	75%	78%	79%	79%				Lindsay Grant
Number of schools with Rights Respecting School Award (completed)	N/A	1	2	2			Target was far exceeded because schools were advised to register for the award before a subscription fee was introduced.	David Bruce
Number of schools with Rights Respecting School Award (working towards accreditation)	N/A	1	21	6			Target was far exceeded because schools were advised to register for the award before a subscription fee was introduced.	David Bruce
Number of schools (all sectors) doing citizenship work with partners in developing countries	N/A	50	63	60				David Bruce
Number of schools with highest level of British Council International School Award - Primary	N/A	1	1				Continuation of Award Programme beyond 2012 has now been confirmed. The performance remained steady because the programme was suspended and re-launched within the timeframe.	David Bruce
Number of schools with highest level of British Council International School Award - Secondary	N/A	2	2				Continuation of Award Programme beyond 2012 has now been confirmed. The performance remained steady because the programme was suspended and re-launched within the timeframe.	David Bruce
Number of young people participating in Duke of Edinburgh Awards (Gold, Silver, Bronze and Sectional)	N/A	1,826	2,202	2,000			The target of 2,200 to be reached by 2013/14 has already been exceeded and new targets have now been set. Number of young people participating in Duke of Edinburgh in Edinburgh is double that of comparable authorities.	David Bruce
Number of young people achieving Duke of Edinburgh Awards (Gold, Silver, Bronze and Sectional awards)	616	385	617	400			Problems with recording in the new national online system have led to under-reporting nationally. Actual numbers of achievement may be higher. The figure of 617 includes 252 Bronze, 102 Silver and 26 Gold. There were an additional 237 Sectional awards.	David Bruce
Percentage of school leavers who go on to positive destinations	82.5%	87.4%	N/A	88.9%			The figure of 87.4% relates to leavers from session 2010/11 and shows an improvement of 4.9%. The current target is to equal the	Karen Prophet





















Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
							national average which for 2010/11 is 88.9%.	
The 12 Neighbourhood Partnerships have an active Youth Forum	N/A	12	12	12			Youth Forum groups are active across the city and young people participate and contribute their views on issues important to young people at Neighbourhood Partnerships, Edinburgh Youth Issues Forum and Youth Parliament.	David Bruce
Number of Young people who take part in Open Youth Work provision	9,775	7,334	7,300	7,500			The numbers of young people taking part in Open Youth Work target numbers are set to reach 7,500 by March 2013. A wide range of out of school activities for children and young people takes place, in community centres across the city, every day.	David Bruce
Number of Young people in Edinburgh aged 12 to 25 voting in the Scottish Youth Parliament Elections	5,019	N/A	10,228				The 2011 elections saw a doubling of votes compared to the elections in 2009, which were also significantly higher than in 2007.	Nancy Henderson
Percentage of half days attended in primary schools	94.8%	94.5%	95.2%	95%			The figure of 95.2% relates to performance over the school year 2011/12 and is taken directly from the schools' management system. This shows a significant improvement from the figure in 2010/11. No national data is available for 2011/12 as this will now only be published once every two years. The national average was 94.8% in 2010/11.	Moyra Wilson
Percentage of half days attended in secondary schools	91.1%	91%	92.7%	91%			The figure of 92.7% relates to performance over the school year 2011/12 and is taken directly from the schools' management system. This shows a significant improvement from the figure in 2010/11. No national data is available for 2011/12 as this will now only be published once every two years. The national average was 91.1% in 2010/11.	Moyra Wilson
Percentage of half days attended in special schools	89.1%	90.1%	90.5%	89.3%			The figure of 90.5% relates to performance over the school year 2011/12 and is taken directly from the schools' management system. Edinburgh has very low levels of truancy with most absences being 'authorised'. Challenging targets have been set. National performance in 2010/11 was 90.0%.	Rosie Wilson
Exclusions per 1000 pupils from primary schools	11	13	N/A	11			Data relates to school session 2010/11. Monitoring of exclusions using this definition is in its infancy and targets may be revised in future	Moyra Wilson

















Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Exclusions per 1000 pupils from secondary schools	69	55	N/A	69			Data relates to school session 2010/11. Edinburgh currently performs favourably in comparison with the national picture. Monitoring of exclusions using this definition is in its infancy and targets may be revised in future.	Moyra Wilson
Number of primary school pupils permanently excluded (where there has been a failure to re-admit)	5	5	4	8			Four children were excluded from primary schools with a failure to re-admit during the school year 2011/12. This is in line with the previous year, still well within the target and a significant improvement on performance for the year 2007/08 when there were 13.	Moyra Wilson
Number of secondary school pupils permanently excluded (where there has been a failure to re-admit)	19	15	13	33			Thirteen children were excluded from secondary schools with a failure to re-admit during the school year 2011/12. This is an improvement on the previous year when the figure was 15, still well within the target and shows continued improvement on performance for the year 2007/08 when there were 37.	Moyra Wilson
Number of special school pupils permanently excluded (where there has been a failure to re-admit)	3	1	0	2			No children excluded from special schools with a failure to re-admit during the school year 2011/12. This is an improvement on the previous year when there was 1. This shows continued improvement on performance since the year 2007/08 when there were 4, and is within the target of fewer than 2.	Moyra Wilson; Rosie Wilson





Outcome	Narrative on progress	Status
3. Children and young people at risk have improved life chances	<p>Child Protection Performance levels and improvements across a number of key indicators have been encouraging this year.</p> <p>Allocation of social workers to children on the Child Protection Register and those Looked After has continued at 100% despite an overall significant rise in the latter.</p> <p>Provision of reports to the Scottish Children's Reporter Administration has exceeded the nationally set 75% target for the first ever and Edinburgh is now in the top quartile nationally.</p> <p>Performance in carrying out the supervision visit within 15 days has reached performance of 98% from 58% in 2007/08.</p> <p>National guidance on Child Protection has been implemented, including decreasing the timescale from referral to Initial Child Protection Case Conference from 28 to 21 days. Overall performance has remained improved from the low of 10.5% in 2007/08, despite this shorter timescale. There has been a similar improvement overall in relation to reviews of Looked After Children. Cases which do not meet the performance target are scrutinised by senior managers and where appropriate (ie where there are good reasons for a CPCC or review going out of timescale) these are agreed.</p>	


Outcome	Narrative on progress	Status
	<p>Looked After Children There have been significant developments and improvements in <i>Services for Looked After and Accommodated Children</i>. Family Based Care received grades of "very good" across all quality statements in the July 2012 Care Inspectorate inspection. Seven additional staff have been deployed in the recruitment, fostering and specialist teams, increasing our capacity to provide more placements and better choice for children who need alternative accommodation. The specialist foster care team has been chosen as a demonstration site by the <i>Fostering Network</i> to introduce two Social Pedagogos into the team, securing significant investment in staff and training. The permanence team continues to increase the number of children and young people who leave care through adoption. A new kinship support team will be in place by November 2012. The recommendations from the residential review, Throughcare & Aftercare review and the <i>Corporate Parenting Action Plan</i> have delivered improvements for Looked After young people and those leaving the care system.</p> <p>Family Learning The number of parents and carers benefiting from Family Learning Provision is increasing steadily. Following the departmental review, developmental actions have been identified to strengthen Family Learning work with parents. Additional funding is being sought to extend the scope of this work to encompass more parents and carers in early years settings.</p> <p>Disabilities Services Our objective is to build capacity and resilience by offering a range of services from early support to behavioural strategies, to day and residential short breaks. Funding remains static, although our new respite service at Hillview opened in March 2012, supporting up to five children. A new rebuild for Seaview respite service is scheduled for 2013. Improved recording will result in better data collation for annual respite audit figures.</p>	

Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Number of children who need to be looked after	1,297	1,342	1,398				Data is the figure as at the end of March 2012. We do not set targets for this measure as the safety of children is paramount although the aim is to use early intervention techniques to minimise the number of children who need to be looked after.	Alistair Gaw
Number of children starting to be looked after and accommodated	N/A	287	305				Latest performance data relates to April 2011 - March 2012 and counts the number of Looked After Children becoming accommodated throughout the year.	Scott Dunbar; Andy Jeffries
Numbers of parents and carers participating in Family Learning opportunities in targeted schools and nurseries	481	750	848	800			The number of parents and carers benefiting from Family Learning Provision is increasing steadily.	David Bruce









Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Numbers of children using family based day care services	N/A	141	141	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.	Scott Dunbar
Percentage of initial visits made within 15 days of a new supervision requirement	86%	85%	98%	100%			Performance in this indicator has significantly improved since it was 48.7% in 2006/07.	Andy Jeffries
Percentage of reports (IARS and SBRs) including offence focussed reports submitted on time	53%	65%	77%	75%			75% is the national target. 77% is the full year figure published by SCRA in July 2012. This indicator has been the subject of rigorous monthly monitoring and sustained improvement activity, resulting in continuous improvement since it was 36.9% in 2008/09. The 75% target has been exceeded for the first time. The national figure for 2011/12 is 56%.	Andy Jeffries
Percentage of initial child protection case conferences taking place within timescales	86%	78.7%	81%	100%			Note the latest performance shows improvement over the previous year and standard changed from 28 days to 21 days. Performance relating to 28 days was 95%	Andy Jeffries
Percentage of children added to the CPR within the last year who had been de-registered within the preceding two years	11%	6%	6%				The aim is to minimise but targets are not set as we must respond to need. Individuals are monitored on a monthly basis.	Andy Jeffries
Percentage of units/services achieving Care Inspectorate inspection reports with average gradings of Good or better	50%	86%	N/A				Performance is for Young People's Centres, Residential, Secure and Fostering and Adoption services for financial year 2010/11. Due to a change in the way in which the Care Inspectorate carries out inspections it is not possible to calculate a comparable figure for 2011/12. All Family Based Care inspections achieved gradings of Good, Very Good or Excellent across all quality indicators inspected.	Scott Dunbar
Number of available emergency foster placements	8	8	N/A	9			Significant increase in recruitment for emergency carers for children aged 12 and over.	Scott Dunbar
Number of children per annum leaving accommodation through adoption	40	46	49	50				Scott Dunbar
Percentage Looked After and Accommodated Children's reviews taking place within statutory timescales	N/A	62%	81%	70%			The aim is to sustain the significant improvement already made in the performance for this indicator (62% in 2010/11).	Andy Jeffries
Percentage of children placed in full-time foster care with City of Edinburgh Council	65%	60%	57%	63%			57% is the figure as at the end of March 2012. Ability to meet the challenging targets	Scott Dunbar

















Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
foster carers							is dependent on the success of the recent recruitment drive and future demand for places.	
Percentage of formerly looked after children with pathway coordinators	55%	43%	N/A	55%			Data is as at the end of July 2011. Work has been undertaken during 2011/12 to ensure accurate recording of Pathway Coordinators.	Scott Dunbar
Percentage of formerly looked after children with pathway plans	8%	9%	N/A	55%			Data is as at the end of July 2011. Recording issues have had a significant negative impact on the reported figure for this indicator. Work has been undertaken during 2011/12 to put in place a process for the ongoing recording of Pathway Plan information at the time of reviews for young people and this combined with a one off exercise to address previous recording issues now suggests that the figure for 2011/12 will be in excess of 50%.	Scott Dunbar
Percentage of those eligible receiving aftercare services	84%	82%	N/A				City of Edinburgh performs very well in this measure when compared to the national position (65%). Aim is to maintain performance. Data is as at end July 2011.	Scott Dunbar
Percentage of looked after children receiving after care service who are economically active	30%	36%	N/A	35%			This indicator relates to the Economic Activity of young people receiving aftercare, where their status is known by the service. The higher figure for 2010 is primarily due to an increased focus on the recording of such information. This figure compares favourably with the national figure of 22%.	Scott Dunbar
CF-1114-SO3-19 % of children receiving a service (includes attending youth club, day services, residential short breaks and direct payments) funded from SCYP funds (of those assessed)	N/A	79%	79%	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.	Carol Chalmers
Percentage of Section 23s assessed	58%	57%	45%	60%			A process for the more accurate recording of assessments was implemented during 2011/12 and is to be reviewed in the near future to address ongoing checking of data and the production of management reports.	Carol Chalmers
Percentage of overnight respite nights not in a care home	40%	37%	36%	45%			Recording errors have resulted in a decline in performance. Recording has improved for future data collection.	Carol Chalmers
Percentage of children receiving day care service	N/A	79%	79%	79%			88,270 hours of day respite provided in 2011/12 compared with 17,588 last year due to improved recording.	Carol Chalmers















Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Number of families accessing direct payment (self directed care)	13	13	17	20			The 17 direct payments include three from Children in Need. As at August 2012, the figure stands at 25.	Carol Chalmers
Percentage of Child and Family Centres with Occupational Therapist provision	N/A	50%	50%	50%			Data is as at February 2012. The team of 5.3 FTE has now been fully staffed since 2008. Two staff supporting work with early years' and health partners to ensure service is consistent and equitable, thereby reducing duplication across the city.	Carol Chalmers

Outcome	Narrative on progress	Status
4. Children and young people are physically and emotionally healthy	<p>Quality Curriculum PE Following the Council's commitment to meet the Scottish Government's PE target of two hours of PE in primary schools and two periods of PE in secondary schools by 2014, a plan has been drafted in partnership with Education Scotland and SportsScotland, addressing the gaps where the target is not currently being met. On approval of the plan the Council will receive £100,000 per year for two years to support its delivery.</p> <p>Latest performance information shows a continued increase in school meeting the target with the figure in primary improving from 22.4% to 80% and at secondary from 21.7% to 70%. Work to maximise PE opportunities within special schools continues.</p> <p>Active Travel to School Following a successful application to Cycling Scotland, the Council, in partnership with the Bike Station are arranging bike sales in primary schools where the need is greatest. The sales allow P6 pupils to purchase a bike, lock, lights and helmet for the subsidised cost of £20. This will help support the Council's commitment to train all P6 pupils to Bikeability level 2 by 2016-17.</p> <p>Health and Wellbeing Good health and wellbeing supports effective learning and development and the promotion of confidence, independent thinking and positive attitudes. Work has been taken forward on substance use and misuse, sexual health and relationships, emotional and mental health and wellbeing and childhood obesity.</p> <p>Specific activities include the following:</p> <ul style="list-style-type: none"> the delivery of Growing Confidence training and resources including Raising Children with Confidence (to 408 parents and carers): Confident Staff, Confident Children (32 courses to 469 participants) and the publication of Emotions Talk (for use with children with communication difficulties). The Big Lottery Funding for the Growing Confidence project has now come to an end but the work has been successfully mainstreamed the implementation of Child Healthy Weight Programme in 10 primary schools to meet required Government targets the delivery of sexual health seminars to over 6,000 S5 pupils per annum innovative work on sexual health and relationships in special schools and residential units including the development of a specific resource the development of a discrete children, young people and families Commissioning Plan to increase funding for alcohol and drugs services <p>Priorities for action in the coming year include:</p> <ul style="list-style-type: none"> developing links with adult alcohol and drug treatment services to improve early intervention and support for children living in substance-using households implementing departmental Risk Taking Behaviours policy and piloting seminars, lesson plans and activities which deliver this delivering and evaluating sexual health seminars with S4 pupils 	

Outcome	Narrative on progress	Status
	<ul style="list-style-type: none"> taking the lessons learned from Growing Confidence into the secondary school sector Developing community based interventions around obesity and poor nutrition <p>Results from the evaluations of the Confident Staff, Confident Children courses showed 91% of participants feeling that their understanding and awareness of factors that impact on mental health and wellbeing had increased. 83% of participants reported that it had made a positive difference to their professional practice. 87% of participants said they would recommend the course to their colleagues.</p> <p>Mainstreaming Health and Wellbeing The work of the Growing Confidence Project, which has been funded by the Big Lottery Fund, has been mainstreamed into Children and Families from 1 August and will be taken forward by a Mental Health and Wellbeing Principal Officer and Development Officers. The priorities for the work going forward will be</p> <ul style="list-style-type: none"> to continue to embed “Confident Staff, Confident Children” and build on this training across the early years and primary sectors to further roll out the parent and carer programme “Raising Children with Confidence” across Edinburgh to develop appropriate resources or training for staff, parents and pupils within secondary schools to coordinate and support the delivery of a strategic approach to mental health and wellbeing across Children and Families settings and establishments. 	

Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Percentage of staffed Community Centres accredited as Health Promoting - Bronze	N/A	37%	40%	100%			Bronze = Engaging, Silver = Embedding, Gold = Sustaining. Taken from 'Health Promoting Establishments Framework'.	David Bruce
Percentage of residential services accredited as Health Promoting - Level 1	N/A	80%	90%	100%			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)	22.4%	62%	80%	85%			There has been significant improvement in the percentage of primary schools delivering 120 minutes of quality curriculum PE since 2009/10 when it was 22.4%. A challenge remains to improve to the 100% target by 2014.	Karen Prophet; David Bruce
Percentage of secondary schools delivering 2 periods quality curriculum PE (S1 to S4)	21.7%	43%	70%	80%			There has been significant improvement in the percentage of secondary schools delivering 120 minutes of quality curriculum PE since 2009/10 when it was 21.7%. Note that the target has been revised to 2 periods rather than 2 hours of PE to accommodate timetabling in secondary schools. A challenge remains to improve to the 100% target by	Karen Prophet; David Bruce

Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
							2014.	
Percentage of special schools delivering 2 hours quality curriculum PE (averaged across school)	50%	67%	N/A	100%			Latest information shows Special primary schools at 57% and special secondary school at 67%. Work to maximise the PE opportunities within schools will continue. Creative use of community resources will also be pursued to ensure learners receive as near to 120 minutes of PE as possible.	Rosie Wilson; David Bruce
Percentage of pupils participating in Active Schools activities - primary	29%	29%	22%				All schools offer an Active Schools programme. The latest information shows a decline from the previous years primarily due to changes in recording. A new monitoring programme has been introduced which prevents double-counting. Additionally, as requested by SportScotland, teams are no longer included in the statistics which reduces the figures.	David Bruce
Percentage of pupils participating in Active Schools activities - secondary	32%	32%	16%				All schools offer an Active Schools programme. The latest information shows a decline from the previous years primarily due to changes in recording. A new monitoring programme has been introduced which prevents double-counting. Additionally, as requested by SportScotland, teams are no longer included in the statistics which reduces the figures.	David Bruce
Percentage of P7 pupils achieving swimming level C5	N/A	55%	N/A				Level C5 – confident swimmer. Later targets are dependent on Scottish Government top up funding.	David Bruce
Percentage of children travelling to school actively - walking	N/A	70%					These measures contribute to the Council's Active Travel Action Plan.	David Bruce
Percentage of children travelling to school actively - cycling	N/A	4.5%					These measures contribute to the Council's Active Travel Action Plan.	David Bruce
Percentage of primary schools with over 30% FSM with breakfast clubs	N/A	60%	N/A				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.	Aileen Mclean
Percentage P1 to P3 pupils receiving a nutritious free meal	20%	20%	20%	20%				Billy MacIntyre

Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Percentage of girls (S2 to S4) who are regular smokers	N/A	N/A	9%	7%			Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 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%.	David Bruce
Percentage of boys (S2 to S4) who are regular smokers	N/A	N/A	7%	5%			Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2010. Data is only available at the local level every 4 years. Work is ongoing to source more timeous data in the future. Performance remained steady at 7%.	David Bruce
Percentage of 13 year olds drinking once a week or more	N/A	N/A	5%	4%			Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 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 8%.	David Bruce
Percentage of 15 year olds drinking once a week or more	N/A	N/A	18%	26%			Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 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 32%.	David Bruce
Percentage of 13 year olds who have used or taken drugs in the previous month	N/A	N/A	3%	1%			Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2010. Data is only available at the local level every 4 years. Work is ongoing to source more timeous data in the future. Performance remained steady at 3%.	David Bruce
Percentage of 15 year olds who have used or taken drugs in the previous month	N/A	N/A	11%	10%			Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 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 15%.	David Bruce
Rate of teenage pregnancies among under 16 year olds (with focus on areas of greatest deprivation)	8.1	8.3	N/A	7.4			The 2010/11 NHS Lothian target is 7.4 per 1000 (ISD release 28 June 2009). Data are reported as a three year rolling average with a decrease from 173 to 160 from 2005/07 to 2008/10 in Edinburgh. These figures are	David Bruce

Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
							higher than the national average which was 7.4 in 2008/10, a reduction from the previous period when it was 7.6.	
Percentage of S5 pupils feeling more confident about being able to have a healthy sex life at a time that is appropriate.	61%	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.	David Bruce
Percentage of primary children who say they can usually work out a way to deal with a problem	72%	77.1%	N/A	74%			58 primary schools used the Growing Confidence survey in 2010/11 as part of the mainstreaming of this important programme.	David Bruce
Percentage of primary children who ask for help when they need it	86%	87.9%	N/A	87%			58 primary schools used the Growing Confidence survey in 2010/11 as part of the mainstreaming of this important programme.	David Bruce
Percentage of primary children who feel they have lots to be proud of	81%	82.2%	N/A	82%			58 primary schools used the Growing Confidence survey in 2010/11 as part of the mainstreaming of this important programme.	David Bruce

Outcome	Narrative on progress	Status
5. Children and young people are safe from harm and fear of harm, and do not harm others within their communities	<p>Youth Offending Early and Effective Intervention strategies are continuing to have a significant impact on the number of children and young people who offend. Alongside broader preventative measures provided by Community Safety colleagues and the police, the number of young people involved in offending has significantly reduced in the past four years. We are now broadening our diversionary approach to include all young people who offend, including those already known to SCRA for welfare matters. We are also planning to introduce early and effective intervention to 16 and 17 year olds who would normally be referred to the Procurator Fiscal once agreement is reached with key partner agencies. This may have result in an increase in referrals to the Youth Offending Service. We will baseline this figure over 12 months once any agreement is reached.</p> <p>The Scottish Government have rolled out the Whole Systems Approach to address youth offending and City of Edinburgh will be required to deliver this agenda. The Youth Offending Service may need to evolve its role and remit to meet the challenges of the Whole Systems Approach with partners from Criminal Justice, Secure Estate, police, health, SCRA and Procurators Fiscals Service.</p>	

Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Number of children referred to SCRA on offence grounds	357	355	299	350			In July 2012, SCRA produced its full year figures. This indicated that the number of children referred for offence related matters dropped substantially again to 299, a 16% reduction on 2010/11 figure. We now have agreement that children already subject to a Supervision Order can also be diverted from SCRA and we will use 2012/13 to provide a baseline figure as for the first time ALL	Donny Scott

Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
							children who offend can now be diverted from SCRA.	
Number of young people entering the adult criminal justice system within 2 years of exiting Youth Offending Service	N/A	47	52	45			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 Criminal Justice Service within 2 years. The 2010/11 data was the baseline data and tentative targets were set. Targets may be revised once full trend information becomes available.	Donny Scott
Number of young people (aged 12+) referred to the Reporter on offence grounds on 5+ occasions in the previous 6 months	N/A	28	14	25			Latest performance data is from monthly reports from SCRA. Latest information from March 2012. The latest information is half 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
Percentage of S2 pupils who said their school was good or fairly good at dealing with bullying	N/A	67%	73%	75%			Tentative, challenging targets have been set, aiming eventually to reach 100% by 2014/15.	Diana Dodd
Number of men perpetrators of domestic abuse attending the Working With Men (WWM) programme during the year	35	44	47	45			We have recruited an additional women's worker which will allow us to work with more men, as we don't offer a service to men if we are unable to offer a service to their (ex) partners. We have been given 3 years funding to develop a service for Polish families and to this end will recruit a Polish Men's Worker.	Donny Scott
Number of women partners of men associated with the WWM project receiving a service	22	40	60	45			Having another women's worker will allow us to work with more women and to further develop our groupwork with women. With regard to our Polish service we will recruit a Polish Women's Worker.	Donny Scott















Outcome	Narrative on progress	Status
6. Our children and young people's outcomes are not undermined by poverty and inequality	<p>Community Learning and Development (CLD)</p> <p>The CLD redesign has been successfully implemented resulting in more targeted work with young people, adult literacy, parents and carers. Additional ESF funding to support youth literacies has resulted in 198 new learners with the majority on 16+ Activity Agreements. Partnership work is a strong feature of CLD work creating opportunities for people to access learning opportunities and enhance their employability. Adult Education Matters is a framework for community based learning providers in Edinburgh. Edinburgh Literacies Partnership provides a comprehensive programme of literacies learning across the city. The Youth Consortium is the strategic partnership for youth work in the city. Edinburgh Community Learning and Development Partnership (ECLDP) is the strategic partnership for CLD work across the city and involves health, the colleges WEA, EVOC and other partners.</p>	











Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Number of young people involved in 16+ non formal learning	N/A	1,080	1,080	1,200			The current trend is set to continue to increase – with more resources enabling CLD people in 16+ non-formal learning.	David Bruce
Percentage of adults achieve all or part of their agreed learning goals	84%	78.6%	85%	80%			The total number of adult literacy and numeracy learners was 2,524 and we aim to increase this number whilst reaching 85% success in learners achieving their goals.	David Bruce
Number of non-English speaking people receiving English language tuition	950	814	1,000	750			The successful partnership with the Colleges and a joint levelling system ensures integrated progression for learners. CLD are on target to attract numbers of 750 or more learners in 2012/13.	David Bruce
Number of adults participating in learning opportunities/week (based on November data collection week)	15,952	17,073	17,750	16,750			The highly successful Adult Education Programme provided 672 learning opportunities for adults in a range of schools and community venues across the city. The programme is now advertised on CLD's Join In Edinburgh website. An on-line booking and payment system has been approved by the Council and the project is now being taken forward.	David Bruce

Outcome	Narrative on progress	Status
7. Providing quality services and making best use of our resources	<p>Financial Strategy The ongoing financial strategy has been to protect front-line services through, wherever possible, re-designing services and improving efficiency in areas such as management, business support and discretionary non-staffing expenditure.</p> <p>Since 2007, Children and Families has identified just over £37m of efficiency savings. Over this period Children and Families has successfully dealt with the significant budget challenges which have arisen achieving a balanced budget each year since 2009/10. We have been assisted in achieving this objective through the Council's strategic approach to long term financial planning which recognises projected demographic changes through the provision of targeted increased resources to meet the increase areas such as the numbers of vulnerable children requiring services, increasing numbers of 0-5 year-olds and the work to reduce class sizes.</p>	

Outcome	Narrative on progress	Status
	<p>The financial situation remains challenging and, in meeting the Council's requirement for further extensive savings over the next three years, further budget reductions will inevitably be required. In responding to these further challenges, Children and Families will continue to adopt the same financial strategy of protecting front-line services wherever possible.</p> <p>Despite the challenging financial environment, considerable progress has been made in addressing the many issues within the physical estate through funding in the Capital Investment Programme. Of the five 'Wave 3' schools which were identified as a priority for replacement in 2008; the three secondary schools have now all secured funding and are in various stages of delivery with the new James Gillespie's and Boroughmuir High Schools both benefiting from significant financial support from the Scottish Government under the Building Schools for the Future Programme. The new Gaelic Primary and Nursery School at the former Bonnington Primary School building is scheduled to open in August 2013 with the new Seaview Respite Centre and the extensions to both Corstorphine and Towerbank Primary Schools also scheduled for completion in 2013.</p> <p>Self-Evaluation for Improvement</p> <p>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.</p> <p>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.</p> <p>Following a review of the effectiveness of the Public Service Improvement Framework (PSIF), a number of centrally based teams engaged in the original rollout of PSIF in 2009/10 are now using the Quality Management in Education Framework to develop a systematic approach to self-evaluation, with a clear focus on impact and outcomes.</p> <p>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.</p> <p>Self-evaluation is increasingly well-embedded in the practice of education and centrally based staff and progress is being made in building the capacity of staff to ensure that self-evaluation is not an end in itself but informs continuous improvement.</p> <p>School self-evaluation surveys</p> <p>More parents and carers, more pupils and more school have participated in the school self-evaluation over 2011/12. Individual reports are sent to each participating school and city wide reports are shared within Children and Families. Additional analysis of findings in relation to equalities groups has been produced and shared appropriately.</p> <p>Youth Issues Forum</p> <p>The Edinburgh Youth Issues Forum is now well-established in its new structure, alternating between young people's themed events and committee meetings. Many more young people are participating now than under the previous arrangements.</p> <p>Community Centre Management</p> <p>Training has been delivered to Community Centre Management Committees and steps are being taken to continue to increase</p>	

Outcome	Narrative on progress	Status
	participation and improve local management of facilities.	

Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Revenue outturn as a % of the annual budget	N/A	99.8%	99.1%	100%			For the third year in succession Children and Families has contained spend within the allocated revenue budget and, in 2011/12, achieved a saving of £3.618m.	Billy MacIntyre
Capital outturn as a % of the annual budget	N/A	82.3%	92.0%	100%			In 2011/12, spend incurred in the Children and Families capital programme was £26.659m against a budget of £28.975m. This is not an under-spend but a timing difference as the funding will still be required at a later date. The variance was spread across a wide range of projects and not attributable to one in particular.	Billy MacIntyre
Combined budgeted efficiencies and savings achieved to date as a % of target	N/A	85%	O/S	100%			Although the full level of originally budgeted efficiencies and savings was not achieved; revised alternative savings were found to offset the deficit as exemplified in the fact that Children and Families achieved a small saving in 2011/12. Therefore 100% of the department's savings commitment was met in the year.	Billy MacIntyre
Percentage of staff receiving Professional/Performance Review and Development	N/A	64%	89%	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
Percentage of team plans in place across central services	N/A	78%	98%	100%				Nancy Henderson
Percentage of risk registers in place at the strategic level	N/A	100%	100%	100%				Nancy Henderson
Level of Risk Management maturity	N/A	2	N/A				Level 2 = Risk aware, Level 3 = Risk Defined, Level 4 = Risk Managed. Data is as at 2009. No schedule for assessment is in place.	Nancy Henderson

Performance Indicator	2009/10	2010/11	2011/12	Current Target	Status	Long Term Trend	Note	Assigned To
	Value	Value	Value					
Percentage days lost due to staff sickness absence across the department	4.26%	3.79%	3.72%	3.6%			The challenging target of a further 5% was not reached although performance did improve. Note that the Council target for 2011/12 was 4%.	Andy Gray
Percentage days lost due to staff sickness absence for teaching staff	3.70%	3.40%	3.24%	3.3%			Information published by Audit Scotland showed the average number of days lost for teachers improved by 15% from 7.4 to 6.3 days in the last two years. Further targets will be set following analysis and discussion with Heads of Service. Note that the Council target for 2011/12 was 4%.	Mike Rosendale
Percentage of Freedom of Information requests responded to within timescale	N/A	94%	94%	100%				Karen Brannen
Number of young people participating in Youth Issues Forum	N/A	76	114	90				Nancy Henderson
Number of people actively engaged in Community Centre Management	280	400	420	430			The CLD Consultative group is well attended by representatives from Centre management committees. A Community Centre Portfolio with information and guidance has been developed and rolled out across the city.	David Bruce