

Education, Children and Families Committee

10am, Tuesday, 20 May 2014

Children and Families Service Plan 2014-17 and Standards and Quality Report 2014

Item number 7.4
Report number
Executive/routine
Wards

Executive summary

To advise the Education, Children and Families Committee of the Children and Families Service Plan 2014-17 and the Standards and Quality Report 2014.

The Children and Families Service Plan 2014-17 articulates: Our vision for children and young people in Edinburgh; Our seven strategic outcomes – why they are important and how we will measure progress towards them; Our seven priorities for action – based on regular monitoring of progress.

The Standards and Quality Report is our annual performance report. It highlights the good progress and improvement achieved across all Children and Families Services over the period April 2013 to March 2014 and refers to the outgoing Service Plan 2013-16.

Links

| | |
|--------------------------|--|
| Coalition pledges | P1 – P6 |
| Council outcomes | CO1 – CO6 |
| Single Outcome Agreement | SO3 |
| Appendices | Children and Families Service Plan 2014-17 Standards and Quality Report 2014 |

Children and Families Service Plan 2014-17 and Standards and Quality Report 2014

Recommendations

- 1.1 It is recommended the Education, Children and Families Committee notes:
 - 1.1.1 The Children and Families Service Plan 2014-17;
 - 1.1.2 The Standards and Quality Report 2014.

Background

- 2.1 Children and Families is committed to continuous improvement with service planning and performance monitoring at the core. The production and publication of an annual service plan and standards and quality report is now well-established as part of the planning and performance framework.
- 2.2 Additionally, the production of the standards and quality report meets the requirement set out in the Standards in Scotland's Schools (2000) Act for all education authorities to produce such a report.
- 2.3 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.

Main report

- 3.1 To advise the Education, Children and Families Committee of the Children and Families Service Plan 2014-17 and the Standards and Quality Report 2014.
- 3.2 The Children and Families Service Plan 2014-17 articulates:
 - 3.2.1 Our vision for children and young people in Edinburgh;
 - 3.2.2 Our seven strategic outcomes – why they are important and how we will measure progress towards them;
 - 3.2.3 Our seven priorities for action – based on regular monitoring of progress.
- 3.3 The plan aligns fully with the Edinburgh Partnership's Community Plan (Single Outcome Agreement), the Integrated Plan for Children and Young People, the Council's strategic outcomes and the Capital Coalition Pledges.

- 3.4 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 2012 to March 2013. It also highlights what we will do next to address areas that have been identified for further development. It includes a technical appendix with details of all the indicators set out in the Children and Families Service Plan 2013-16.

Measures of success

- 4.1 The Children and Families Service Plan lays out in detail how progress will be measured. There is a full set of performance indicators showing current performance and targets for the next three years.
- 4.2 The Children and Families Standards and Quality Report is our annual performance report showing progress towards each outcome and improvement priority.

Financial impact

- 5.1 There is no financial impact arising directly from this report.

Risk, policy, compliance and governance impact

- 6.1 There is no risk, policy, compliance and governance impact arising directly from this report.

Equalities impact

- 7.1 There is no equalities impact arising directly from this report. Both the Service Plan and the Standards and Quality report make direct reference to equalities implications where appropriate.

Sustainability impact

- 8.1 There is no sustainability impact arising directly from this report.

Consultation and engagement

- 9.1 Engagement has taken place with regard to both the Service Plan and Standards and Quality report with service managers across Children and Families.

Background reading/external references

Children and Families Service Plan 2013-16

Gillian Tee

Director of Children and Families

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Links

| | |
|--------------------------|--|
| Coalition pledges | <p>P1 – Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P2 – Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations</p> <p>P3 – Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools</p> <p>P4 – Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</p> <p>P5 – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</p> <p>P6 – Establish city-wide co-operatives for affordable childcare for working parents</p> |
| Council outcomes | <p>CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</p> <p>CO3 – Our children and young people in need, or with a disability, have improved life chances</p> <p>CO4 – Our children and young people are physically and emotionally healthy</p> <p>CO5 – Our children and young people are safe from harm or</p> |

fear of harm, and do not harm others within their communities
CO6 – Our children’s and young people’s outcomes are not undermined by poverty and inequality

Single Outcome Agreement

SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential

Appendices

Children and Families Service Plan 2014-17
Standards and Quality Report 2014

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Service Plan

Children & Families 2014-17

Foreword

Children and Families is committed to delivering the highest level of service for every child and family across Edinburgh. By adopting a co-operative approach, we will engage with children, young people and their parents/carers in the development of services, and ensure that we take into account their views in decisions that affect them.

Overall our aim is to shift the balance of resources from intensive service provision to early intervention, providing the support to ensure that every child has the best start in life and continues to thrive. We are also committed to the use of the most effective methods including innovative approaches, such as provision of childcare co-operatives.

The needs of children, young people and their families must always be placed at the heart of our services. All children and young people should enjoy being young and be supported to fulfil their potential. We want to ensure that our work is child-centred. This means that all services are fitted around the needs of children, young people and their families.

It is our firm belief that children and young people do best when:

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

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

At the same time, it is important to remain realistic about the inequalities that affect our children's life chances. Working with our partners in health, police, the voluntary sector and others is the best way to make a progressive impact on the big issues, such as the significant levels of poverty, inequality and drug and alcohol misuse in the city. Together with our partners we continue to make significant progress in improving services for children and young people.

This service plan details the ways in which all of our children can have the best start in life, be successful learners, confident individuals, effective contributors and responsible citizens. It sets out how we will support and develop healthy lifestyles and reaffirms our commitment for all young people to leave school into positive destinations, with the skills and motivation to become lifelong learners.



Gillian Tee
Director of Children and Families



Councillor Paul Godzik
Convener of Education, Children and Families

**getting
it right**
for *every* child

Children and Families

Our vision is for Edinburgh's children and young people to enjoy their childhood and fulfil their potential. This Service Plan outlines our key priorities for the next three years in achieving this vision and in improving outcomes for children and young people and their families. The plan helps us deliver our priorities and helps our stakeholders understand what we are seeking to deliver and how we are planning to achieve it.

We regularly assess our progress and each year we produce a Standards and Quality Report which details how well we've been doing over the previous year.

Children and Families provides a wide range of services for Edinburgh's children, young people and families which are summarised below. Further information can be found at www.edinburgh.gov.uk



| Support to Children and Young People <i>Alistair Gaw</i> | Schools and Community Services <i>Andy Gray</i> | Resources <i>Billy MacIntyre</i> | Planning and Performance <i>Lynne Porteous</i> | Chief Social Work Officer <i>Michelle Miller</i> |
|--|--|---|---|--|
| <ul style="list-style-type: none"> • Children's Social Work Practice Teams • Disability Services • Family and Community Support • Looked After and Accommodated Children • Professional Support • Special Schools and Specialist Provision | <ul style="list-style-type: none"> • Early Years • Schools • Community Services • Inclusion and Pupil/Parent Support • Quality and Curriculum | <ul style="list-style-type: none"> • Finance • Major Capital Project Implementation • Asset Planning • Facilities Management • ICT | <ul style="list-style-type: none"> • Service Planning • Performance Management • Getting it Right for Every Child • Workforce Learning and Development • Commissioning • Resilience • Equalities | <ul style="list-style-type: none"> • Integrated Social Work Quality Improvement • Social work complaints |

Using our resources

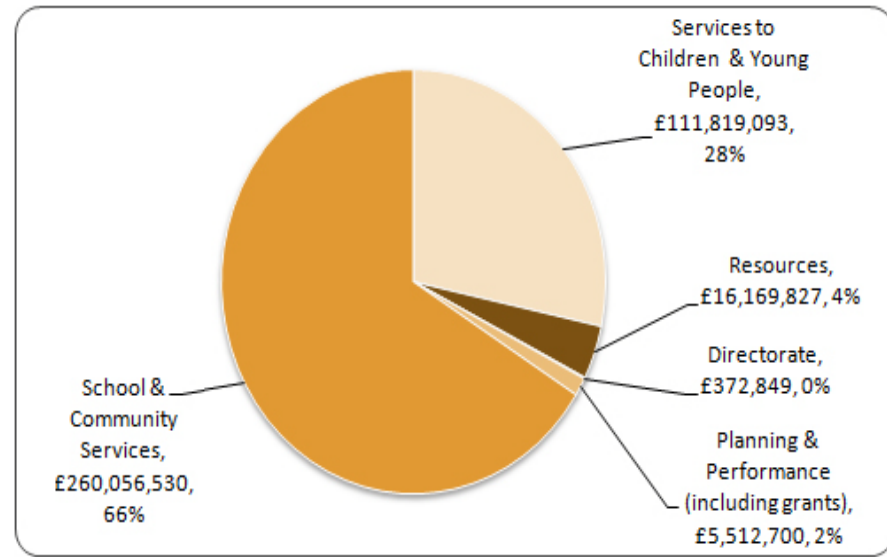
We are committed to delivering the highest level of service for every child and across Edinburgh. We continue to work to redesign services and use our resources efficiently to improve outcomes for all of Edinburgh's children and young people. The services which we commission and deliver are also essential to achieving this

The ongoing financial strategy since 2007 has been to protect frontline services, to redesign children's services, and improve the efficiency in other areas of service provision particularly with regard to management and business support and discretionary non-staffing expenditure. Children and Families has successfully dealt with significant budget challenges through its financial strategy, achieving a balanced budget since 2009/10.

The financial context remains challenging for local authorities and in meeting the Council's requirement for further extensive savings over the next few years, further budget reductions will be required.

Our long term financial planning takes account of current and projected demographics with increased resources being targeted to reflect the rise in numbers of vulnerable children requiring services, increasing numbers of 0-5 year-olds and those, in turn, entering primary education, and work to reduce class sizes.

Children and Families Approved Budget 2014/15



The following tables provide a summary of our equalities employment data, and staffing data, as at 31st March 2014.

| Staffing Breakdown | Headcount | Full-time Equivalent |
|--------------------|-----------|----------------------|
| Non-teaching staff | 4784 | 3386.37 |
| Teaching staff | 4282 | 3454.01 |

| Equalities Employment data | Male Chief Officers | Female Chief Officers | Male at Grades GR10-12 | Female at Grades GR10-12 | BME | Disabled |
|----------------------------|---------------------|-----------------------|------------------------|--------------------------|------|----------|
| Children and Families | 80.0% | 20.0% | 44.4% | 55.6% | 2.2% | 1.5% |
| Council | 60.0% | 40.0% | 57.1% | 42.9% | 2.8% | 1.8% |

Context

Edinburgh's Community Plan - The Edinburgh Partnership is the city's community planning partnership working to improve outcomes for the city and its people. The Community Plan (formerly known as the Single Outcome Agreement) presents the Edinburgh Partnership's agreed priorities for the city and the outcomes to be delivered by partners. The vision of the Edinburgh Partnership is that Edinburgh is a thriving, successful and sustainable capital city in which all forms of deprivation and inequality are reduced.

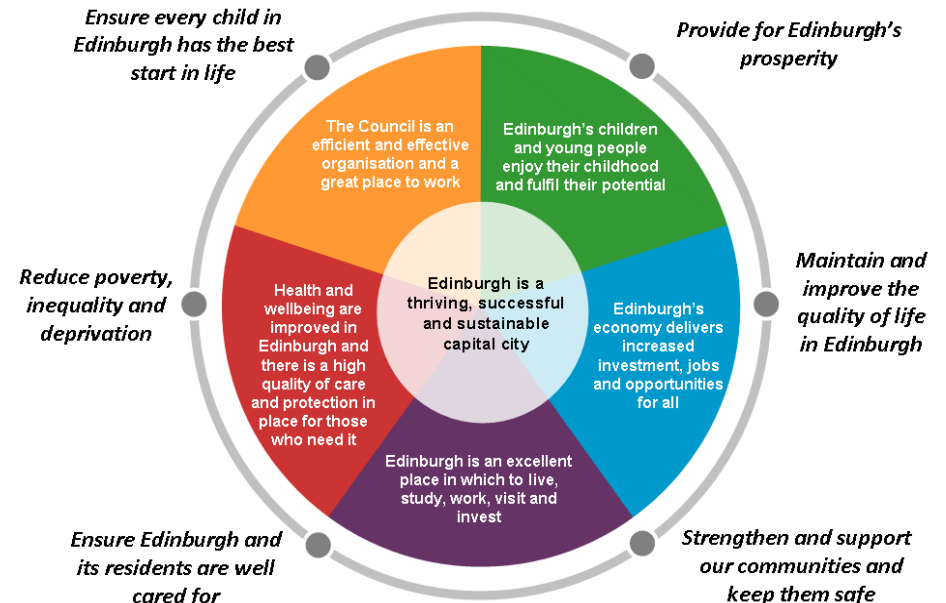
The four outcomes identified to achieve the vision are:

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

Integrated Plan for Children and Young People - The Edinburgh Children's Partnership directs the strategic planning, development and delivery of children and young people's services on behalf of the Edinburgh Partnership. The vision, outcomes and priorities of the Children's Partnership are underpinned by the principles and Core Components of *Getting it Right for Every Child* and are fully aligned to those detailed in the Edinburgh Partnership's Community Plan and to the Children and Families Service Plan.

City of Edinburgh Council's Strategic Plan - The Council has a vision that 'Edinburgh is a thriving, successful and sustainable capital city'. The Council's five strategic outcomes to achieve this are shown in the diagram adjacent and are described in the Strategic Plan. Children and Families works alongside partners and

communities to deliver on the outcome *Edinburgh's children and young people enjoy their childhood and fulfil their potential*. This Service Plan sets out how we will do this.



Capital Coalition Agreement and Pledges - Following the local government elections in May 2012 the new Council set out 53 specific pledges which they aim to deliver during their five-year term. The Council pledges are based on six high level commitments shown in the diagram above, circling the outcomes. Throughout this plan we demonstrate how Children and Families will deliver on these, and all other relevant, pledges and actions.

Background and Key Drivers

Legislation – There are many key pieces of legislation which underpin the delivery of services for children, young people and their families. There are too many to list here but legislation which will place extra demands on our services in the coming year include Social Care (Self-directed Support)(Scotland) Act 2013, the Children and Young People (Scotland) Act 2014 and the Children's Hearings (Scotland) Act 2011.

Local and National Priorities and Strategies – Our delivery of services for children, young people and their families is set within the context of locally and nationally identified priorities and strategies. Those informing services delivered by Children and Families include: Getting it Right for every child; Guidance on Equalities; Accessibility Strategy; Supporting Communities; Edinburgh Parent and Carer Support Framework; Early Years Collaborative; Curriculum for Excellence; More Choices, More Chances; National Guidance for Community Learning and Development; National Parenting Strategy; NHS Lothian's Children and Young People's Health Strategy.

Demographics – Edinburgh's population is projected to grow at a faster rate than any other Scottish city. It is anticipated that the number of children in our schools will rise by 16% between now and 2024. This rise in population will see increasing demand for services such as schools and early years' services. The changing demographic picture in the city has led to increases in demand for specific services amongst a number of population groups including: black and minority ethnic children; children and young people requiring English as an Additional Language support; children and young people who require to be looked after and learners identified as having exceptional support needs, in particular children diagnosed as having an autism spectrum disorder.

Performance Management – The drive for continuous improvement supports the development of all strategies and plans across Children and Families. We have implemented a number of performance management processes in line with our Performance Improvement

Framework. All key aspects of Children and Families are regularly monitored and reported, in accordance with this framework.

Self-Evaluation – Outcome focused 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 our understanding of how we are performing against our strategic outcomes and improvement priorities. Self-evaluation is central to maintaining quality and to the pursuit of excellence. It is complementary to, and informed by, the wide range of external scrutiny arrangements to which we are also subject.

Service user engagement – Children and Families is committed to the engagement of children, families, partner organisations and communities in the development of our services. We are continually seeking and responding to feedback from children and young people, parents/carers and partner organisations to improve our services.

Risk Management – Anticipating and managing risk is key to achieving our outcomes. We regularly assess, monitor, manage, control and plan around risk through the maintenance of a comprehensive Risk Register.

Equality – The Equality Act 2010 increased duties in respect of disability, race, gender, sexual orientation, faith, age, pregnancy/maternity, gender reassignment and marriage/civil partnerships. Looked After Children, young carers and families in areas of multiple deprivation are also considered as equalities groups. Equalities and Rights Impact Assessments are carried out as part of our planning process and Children and Families contributes to the Council wide Framework and Action Plan to address inequality.

Commissioning – The Commissioning Plan for Children and Families 2015-2020 will show how service development will be guided and shaped by our partnership strategic objectives and by Council-wide Commissioning Strategies. It will explain our commissioning objectives as we move forward in developing services for the next 5 years.

Children and Families Service Planning

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

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

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

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

SO3 – Our children and young people in need, or with a disability, have improved life chances

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

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

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

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

What Have We Achieved?

The 2012 joint inspection of children's services judged our services in Edinburgh as 'good' and noted a number of key strengths:

- The high motivation and strong commitment of staff to improving the life chances of vulnerable children, young people and families
- The actions taken to keep children and young people at risk of abuse and harm safe
- The very wide range of measures to consult and seek the views of children, young people, families and other stakeholders

- A strong culture and ethos of positive partnership working for the benefit of children, young people and families at all levels
- The visionary leadership and direction of the Edinburgh Children's Partnership and commitment to prevention and early intervention

Several key improvements have been noted through our regular performance monitoring during 2013/14. These include:

- Sustained improvement in the number of school leavers entering a positive destination
- All seven National Priority secondary school attainment measures show continued year-on-year improvement and are now better than, or in line with, the national average
- High levels of attendance at school, now above or equal to the national average at primary, secondary and special
- Exclusions continue to reduce with rates at both primary and secondary below the national average
- Continued improvement in the number of young people being referred the Reporter on offence grounds
- The percentage of Primary 1s who are at risk of obesity has improved and is now below the national average
- Record levels of young people participate in both the Duke of Edinburgh and the Junior Award Scheme Scotland
- Improvements to the built fabric with new buildings, extensions and new accommodation
- Newly established Looked After Children Transformation Programme to both reduce the need for children to become Looked After and to shift the balance of care to meet children's needs earlier
- Investment in early years and early intervention services resulting in a reduction in the annual rate of growth of the number of children needing to be Looked After and the proportion with kinship carers

What Are We Focusing On?

There are a number of areas which require particular attention this year:

- Successfully implementing Curriculum for Excellence and the new exam system
- Introducing 600 hours of early learning and childcare together with the development of more flexible and affordable childcare
- Taking forward the co-operative approach across all services, including co-operative childcare
- Extending free school meals to all P1-P3 pupils from January 2015
- Implementing new duties in the Children and Young People's Act
- Responding to the projected 16% increase of children in our schools
- Responding to a continuing increase in the rate of children requiring to be looked after by increasing the proportion of those children looked after in kinship, and in foster care provided by City of Edinburgh Council foster carers
- Responding to all of the demographic increases noted above, particularly in the continued increase in the number of children who have additional support needs
- Responding to pressure on school places in specific areas of the city
- Moving towards the delivery of integrated children's services including health services
- Continuing to balance the budget
- Improving the physical condition of our buildings to bring them in line with 21st century expectations
- Responding to the educational infrastructure requirements arising from the additional housing identified in the Local Development Plan

What Are Our Priorities for Improvement?

We will continue to respond to the 2012 inspection findings by:

- Improving and extending help and support at an early stage for children, young people and families so they get the help they need before difficulties get worse
- Improving planning to meet needs so that children and young people experience long-lasting improvements
- Implementing more systematic and joint approaches to quality assurance and self-evaluation to improve outcomes for children and young people
- Continuing to reduce outcome gaps for children and young people whose life chances are at risk and place a stronger focus on achieving speedier improvement for the most vulnerable

To achieve the above and progress towards our outcomes we have identified areas as priorities for action. Our seven priorities for improvement are:

- to improve support in early years so that all children reach appropriate developmental and social milestones
- to improve and extend help and early support for children in need, and their families, so they get the help they need before difficulties get worse
- to improve the educational attainment of the lowest achieving pupils
- to improve life chances for Looked After Children
- to improve health outcomes for children and young people, with a specific focus on promoting healthy lifestyles and reducing risk-taking behaviours
- to reduce the risk of children and young people causing harm to themselves and to others
- to increase the number of young people who enter and sustain positive destination

Strategic Outcome 1 –

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

Priority

To improve support in early years so that all children reach appropriate developmental milestones

Pledges

Establish city-wide childcare co-operatives for affordable childcare for working parents

Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government

Supporting Strategies and Plans

Early Years Strategy and Action Plan

Early Years Collaborative

Integrated Literacy Strategy

Early Years Change Fund Action Plan

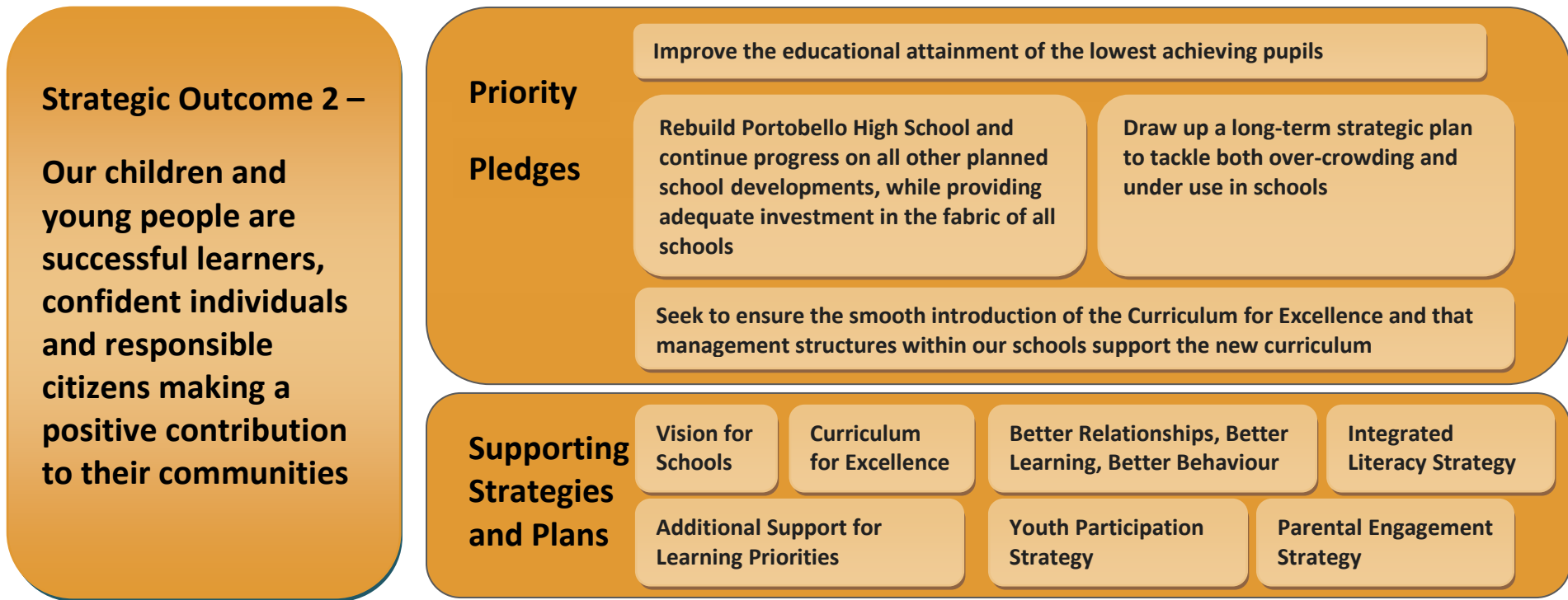
Additional Support for Learning Priorities

All children deserve to have the best start in life and we know that what they experience in their earliest years is key to their success in adulthood.

In order to ensure positive long term outcomes for children we will work with our stakeholder partners to provide holistic support for children and their families from pre-birth into the early stages of education. We will deliver 600 hours universal entitlement of quality early learning and childcare for 3 and 4 year olds, and for 2 year olds who are looked after or in kinship care placements, by August 2014. We will also secure the same level of provision for those 2 year olds in households in receipt of out of work benefits as identified in the Children and Young People (Scotland) Act 2014. We will continue to promote positive relationships with parents and carers, seeking their views on flexible childcare requirements to support family life and reduce childcare costs in the city, in line with the Council's commitments. We will provide targeted support where it is required to children and their parents and carers, within strengthened universal settings where possible, including support through the key transition stages. We will contribute to, and use, learning from national partners in the Early Years Collaborative focusing on the themes of early intervention and Maternity Services, Attachment, Transitions, 27/30 month review, developing parenting skills, CLD Family Learning, Family Engagement to Support Learning.

The family is the most important context for children's growth and development, learning, health and wellbeing. We want to build on the current contributions of all services so that parents and carers receive the information, advice, encouragement and support they need, when they need it, so that they can raise their children with confidence and successfully manage their transitions throughout their childhood.

| Indicator | Latest Performance | Targets | | | Note | Lead |
|--|--------------------|---------|---------|---------|---|---------------|
| | | 2014/15 | 2015/16 | 2016/17 | | |
| Short-term improvement | | | | | | |
| Number of early learning and childcare hours per year provided for children receiving their entitlement in Local Authority provision | 475 | 600 | 600 | 600 | We will provide and secure 600 hours universal entitlement of quality early learning and childcare for 3 and 4 year olds, and for 2 year olds who are, or have been, looked after or in kinship care placements and to eligible 2 year olds in households in receipt of out of work benefits by August 2014. | Aileen McLean |
| Percentage of P1 pupils in class sizes of 25 or fewer | 99% | 100% | 100% | 100% | Where a lack of accommodation restricts additional classes being established, team teaching arrangements are used in accordance with Scottish Government guidelines. As at census in September 2013, there were 2 P1 classes in 2 schools with a class size of 26 due to an excepted pupil on Placing Appeal in each. | Aileen McLean |
| Long-term outcome | | | | | | |
| Percentage of children entering mainstream P1 with a baseline numeracy score of 85 or more | 91% | 92% | 92% | 92% | Age appropriate development measures for 0-5s and primary school age are being developed. These interim measures are based on the baseline numeracy and literacy tests at entry to P1. | Aileen McLean |
| Percentage of children entering mainstream P1 with a baseline literacy score of 85 or more | 89% | 90% | 90% | 90% | Age appropriate development measures for 0-5s and primary school age are being developed. These interim measures are based on the baseline numeracy and literacy tests at entry to P1. | Aileen McLean |



We are committed to providing high quality inclusive schools which work with families to meet the needs of all children. We recognise that many children face additional barriers to learning and that these may arise in school and/or as a result of family or social circumstances. We are committed to the delivery of effective provision for additional support needs. The implementation of *Getting it right* through a well-informed assessment of need and a single integrated child's plan which addresses all aspects of the wellbeing of children, is a key priority.

By enabling children and young people to develop the knowledge, skills and attributes they will need in order to flourish in life, learning and work, they will become successful learners, confident individuals, responsible citizens and effective contributors. In addition to attainment measures we are developing ways to measure wider achievement in areas such as Duke of Edinburgh and John Muir Awards, outdoor learning, volunteering and creative learning. We also recognise the contribution that children and young people make to their own learning, development and achievement when they engage in youth work and other Community Learning and Development activities supporting outcomes across Curriculum for Excellence.

New National qualifications were introduced in 2013/14 as part of the continuing implementation of Curriculum for Excellence. New Higher qualifications will be introduced from 2014/15. Within the Senior Phase (S4-S6), schools continue to work with a wide range of partners including Edinburgh College, Universities, Community Learning and Development and employers to deliver a rich curriculum which meets the needs of all learners. A new Senior Phase benchmarking tool (*Insight*) is currently being developed which will provide advice on future measurements of improvement. Measures of performance in attainment and achievement by the end of P1, P4, P7 and S3 will be based on

pupils achieving the expected Curriculum for Excellence levels for their stage in Numeracy and Literacy English. These measures will be published in future reports.

Special Schools are continuing in the implementation of Curriculum for Excellence and track individual learners' progress through various means including setting and regular reviewing of targets within Individual Educational Programmes covering the key areas of Literacy, Numeracy and Health and Wellbeing. Children are experiencing challenge within the broad general curriculum to help equip them with skills for learning, life and, where possible, work.

Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. We will implement the new policy guidance on Better Relationships, Better Learning, Better Behaviour to ensure that this environment is promoted effectively.

| Indicator | Latest Performance | Targets | | | Note | Lead |
|--|--------------------|---------|---------|---------|---|------------------|
| | | 2014/15 | 2015/16 | 2016/17 | | |
| Short-term improvement | | | | | | |
| Number of young people achieving Duke of Edinburgh Awards (Gold, Silver and Bronze) | 616 | 627 | 658 | 691 | Latest performance is highest recorded to date with 52 gold, 106 silver and 458 bronze | Robin Yellowlees |
| Number of pupils in mainstream schools accessing instrumental music tuition | 4,758 | 4,850 | 4,950 | 5,100 | Edinburgh currently offers free tuition in every school according to school roll. | Linda Lees |
| Percentage of parents of children with additional support needs indicating that their child's learning is progressing well | 78% | 80% | 82% | 84% | | Martin Vallely |
| Number of young people (11-18) taking part in structured informal learning opportunities through CLD | 7,500 | 7,500 | 7,500 | 7,500 | Opportunities include open youth club provision, award scheme groups, specific activity groups. | Maria Gray |
| Long-term outcome | | | | | | |
| Average tariff score of lowest performing 20% of S4 pupils in mainstream schools | 71 | 75 | 77 | 78 | Data relates to 2012/13 pre-appeal. Targets may be revised to take the Senior Benchmarking Phase tool development into account. | Karen Prophet |
| Average tariff score of highest performing 80% of S4 pupils in mainstream schools | 221 | 222 | 223 | 224 | The aim is to narrow the gap between the highest and lowest achieving pupils whilst improving attainment for all. | |

Strategic Outcome 3 –

Our children and young people in need, or with a disability, have improved life chances

Priority

To improve and extend help and early support for children in need, and their families, so they get the help they need before difficulties get worse

To improve life chances for Looked After Children

Pledges

Increase support for vulnerable children, including help for families so that fewer go into care

Supporting Strategies and Plans

Corporate Parenting Action Plan

Early Years Change Fund Action Plan

Additional Support for Learning Improvement Plan

City of Edinburgh Council Adoption Plan

Integrated Literacy Strategy

Balance of Care Project Plan

Strategic Plan for Children with disabilities

Self-Directed Support Act

Edinburgh Joint Carers' Strategy

In Children and Families we want to make sure we provide the right services to help children to grow and develop and have their needs met. The children and young people we are focusing on within this Strategic Outcome range from children in need, through looked after at home and away from home to those requiring Child Protection. A child is deemed to be “in need” if they require services to be put in place in order to attain a satisfactory state of health and development. The level of intervention we put in place should be proportionate to the level of assessed need and risk: a number of factors can mean that these levels fluctuate over time, and our services need to be alert and responsive to this. We want to have a specific focus on children and young people affected by homelessness, parental substance misuse and domestic violence.

Overall, we want to reduce the rate of growth in the number of children and young people who need to become looked after, by engaging and supporting families earlier and more effectively when concerns are identified. We will help Looked After Children to remain within their own family networks by supporting kinship care placements where these are assessed as safe and able to meet the child's needs: we are also working to improve support for those who are looked after at home in order to reduce the need for children to be accommodated. This approach will put us in a stronger position to invest more in early and effective identification and prevention work as we go forward. We are also aiming to further shift the balance of care by increasing the number of City of Edinburgh Council foster placements to improve outcomes for children and young people who need to be placed away from home and to also achieve best value.

By offering a range of services including early support, behavioural strategies and short breaks from caring, we aim to build capacity and resilience in families with children affected by disability and thus prevent family breakdown wherever possible.

This will be supported by early and effective assessment of need and planning that addresses all aspects of a child's wellbeing. As we progress with the implementation of *Getting it Right* our expectation is that many children in need will be identified and have their needs met at an earlier stage.

| Indicator | Latest Performance | Targets | | | Note | Lead |
|---|--------------------------|---------|---------|---------|---|----------------|
| | | 2014/15 | 2015/16 | 2016/17 | | |
| Short-term improvement | | | | | | |
| Percentage of the Looked After Children population that is in kinship care | (July 2013) 21% | 22% | 23% | 24% | The introduction of the Kinship support team has improved capacity to support kinship carers. As of March 2014, 39 families are receiving advice and support from the team. | Scott Dunbar |
| Percentage of children placed with City of Edinburgh Council foster carers | (July 2013) 56% | 67% | 70% | 73% | The ability to meet the challenging targets is dependent on the success of the recent recruitment drive and future demand for places. | Scott Dunbar |
| Percentage of children with a disability in mainstream secondary schools saying they enjoy learning in school | (June 2013) 64% | - | 75% | - | Data taken from the recent self-evaluation survey undertaken in schools. The survey is now biennial with next data available in June 2015. | Diana Dodd |
| Percentage of Section 23s assessed within timescale | 56% | 60% | 65% | 70% | Under section 23-24 of the Children (Scotland) Act 1995 the Council has a duty, when asked, to assess the needs of a child or young person affected by disabilities and the carer's ability to provide care for them. | Carol Chalmers |
| Long-term outcome | | | | | | |
| Number of children who need to be looked after (rate per 1,000 0-17) | (July 2013) 16.9 | 16.7 | 16.7 | 16.7 | We aim to reduce the rate of expected increase in the overall number of children who need to be looked after through early support for children and families. | Alistair Gaw |
| Average tariff score for Looked After Children | (2011/12) 88 | 100 | 105 | 110 | Latest performance data from the Scottish Government publication 'Educational Outcomes of Looked After Children' published in June 2013. National performance was 106. | Karen Prophet |
| Percentage of Looked After Children in a positive destination six months after leaving school | (2011/12 leavers) 60% | 75% | 80% | 85% | See note above. Note that the definition of the indicator changed from the initial to the follow up survey. | Karen Prophet |



It is important that children and young people have opportunities, encouragement, support and guidance to maximise their chances to live longer and healthier lives, developing positive and sustaining relationships and enjoying good emotional health. We know that children learn better, achieve more and have better life chances when they are healthy and happy. The work we do is to provide settings, services and resources that help our children and young people make healthy lifestyle choices and lessen – or, if possible, remove – the negative impacts of obesity, unsafe sex, unintended pregnancy and substance misuse (both their own and that of their parents or carers).

Research has found that there are a number of key things that help support children’s social and emotional development. These include positive relationships and role models, school attendance, good social and emotional skills and participating in meaningful activities at home, school and in their communities. Children learn positive ways to look after their minds and bodies not just through teaching but through imitation and interaction with others. It is therefore also important to promote positive physical and emotional wellbeing in the adults that work with and care for our children so they can be the positive role models that our children need.

We have a particular focus on developing quality Physical Education in addition to meeting Scottish Government targets. Schools supporting each other in their clusters and working with Active Schools increases the quality of experience in PE for children and young people, and provides more opportunity for increased physical activity each week.

We intend to be a city which promotes a healthy and responsible attitude to alcohol and where recovery from problem alcohol and drug use is a reality. We will contribute to the work of the Edinburgh Alcohol and Drugs Partnership which aims to ensure that children, young people and families’ health and wellbeing is not damaged by alcohol and drugs.

| Indicator | Latest Performance | Targets | | | Note | Lead |
|---|--------------------|---------|---------|---------|--|-----------------------------------|
| | | 2014/15 | 2015/16 | 2016/17 | | |
| Short-term improvement | | | | | | |
| Percentage of primary schools delivering 2 hours quality curriculum PE (P1 to P7) | 95% | 100% | 100% | 100% | Information was collected in April 2014. All schools should meet target by August 2014. | Karen Prophet Robin Yellowlees |
| Percentage of secondary schools delivering 2 periods quality curriculum PE (S1 to S4) | 96% | 96% | 96% | 100% | Information was collected in April 2014. The 96% PE target for Secondary Schools relates to the current facility issues at Portobello HS which are unlikely to be overcome until the new school is built. | Karen Prophet Robin Yellowlees |
| Percentage of special schools delivering 2 hours quality curriculum PE (averaged across school) | 92% | 100% | 100% | 100% | The planned recruitment of a Lead Officer dedicated to special schools and introduction of sporting events for special school pupils will support the development of quality PE | Rosie Wilson Robin Yellowlees |
| Long-term outcome | | | | | | |
| Percentage of P1 pupils who are obese | 8.3% | 8.1% | 8.0% | 7.9% | Data is for the City of Edinburgh Council area and refers to school year 2012/13. The Edinburgh figure remains below the national average of 9.3%. | David Bruce |
| Rate (per 1,000) of teenage pregnancies amongst under 16 year olds | 6.8 | 7.4 | 7.4 | 7.4 | The 2010/11 NHS Lothian target was 7.4 per 1,000. Data are reported as a three year rolling average. The figures for Edinburgh are slightly higher than the national average which was 6.6 in 2009/11, a reduction from the previous period when it was 7.4. | David Bruce |
| Percentage of 15 year olds who are regular smokers | 13% | 10% | - | - | Data is only available at the local level every 4 years. Performance improved from 2006 when it was 14%. | |
| Percentage of 15 year olds drinking once a week or more | 18% | 15% | - | - | Data is only available at the local level every 4 years. Performance improved from 2006 when it was 32%. | |
| Percentage of 15 year olds who have used or taken drugs in the previous month | 11% | 10% | - | - | Data is only available at the local level every 4 years. Performance improved from 2006 when it was 15%. | |

Strategic Outcome 5 –

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

Priority To reduce the risk of children and young people causing harm to themselves and to others

Supporting Strategies and Plans

- Child Protection Improvement Plan
- Youth Offending Strategy
- Community Safety Strategy
- Reducing Reoffending Strategy

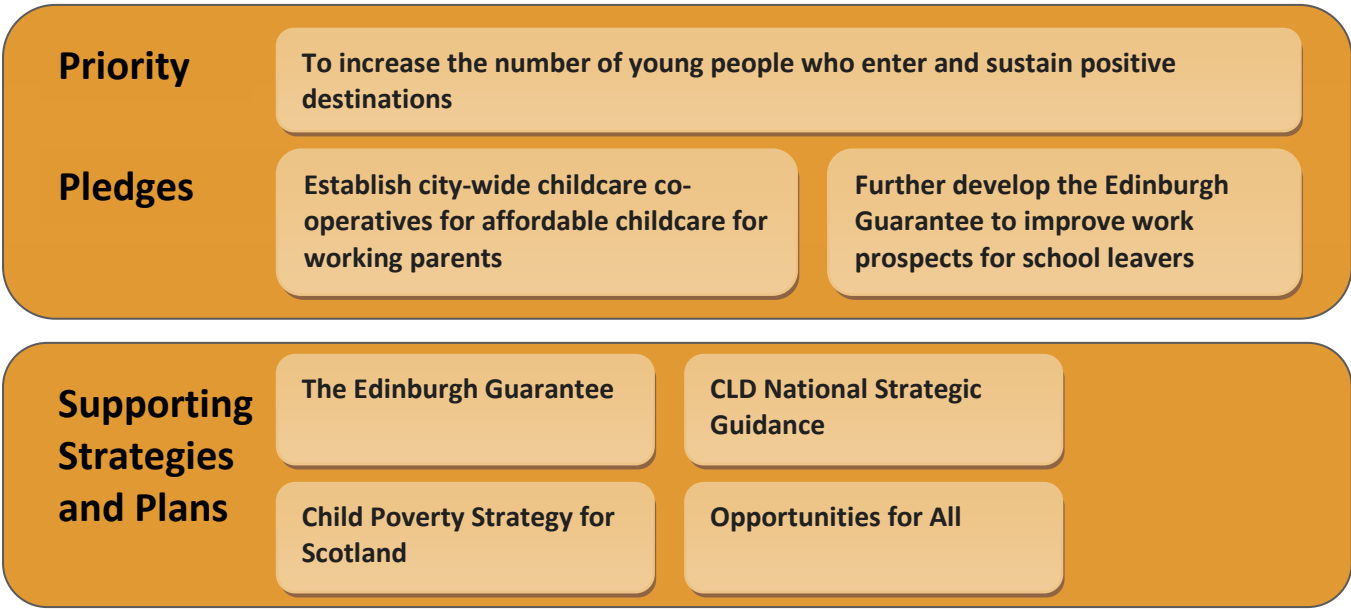
Redesigned and improved services have been put in place to help keep children safe and to prevent and reduce harm. The Family Solutions service has a small team in each neighbourhood which works alongside the practice team to build strengths in families and communities to meet children’s needs to prevent the need for levels of intervention. The Multi-Systemic Therapy (MST) team works with teenagers where there is anti-social or offending behaviour. A range of programmes and supports are available across the city to help parents develop confidence in promoting positive behaviour in their children and young people.

The Youth Offending Service has merged with Integrated Community Support Service to create a new Young People’s Service. This broadens the scope of the service beyond youth offending to include a wider range of young people who are engaged in risk taking behaviour. There has been an increase in the number of young people for whom this service acts as lead professional. This will assist to manage the increasing level of demand in relation to high risk young people known to the children’s practice teams and schools. We are implementing the Mentors in Violence Prevention (MVP) peer led programme in a number of secondary schools following the positive evaluation of the pilot in Portobello High School, demonstrating real culture change and skill development in peer groups of young people in dealing with gender based violence.

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.

| Indicator | Latest Performance | Targets | | | Note | Lead |
|--|--------------------|---------|---------|---------|--|---------------|
| | | 2014/15 | 2015/16 | 2016/17 | | |
| Short-term improvement | | | | | | |
| Percentage of young people exiting the Youth Offending Service who do not re-enter the Youth Offending system or the Criminal Justice Service within 2 years | 68% | 70% | 71% | 72% | The latest data refers to young people exiting the Youth Offending Service between April 2009 and March 2010. The target is to increase by 1% each year. | Donny Scott |
| Percentage of children added to the Child Protection Register within the last year who had been de-registered within the preceding two years | (2012/13) 7% | - | - | - | 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 pupils who said their school was good or fairly good at dealing with bullying | 75% | 80% | 85% | 90% | Recent data from the annual Safe From Bullying Survey. A record 7,611 pupils took part in November 2013. | Diana Dodd |
| Long-term outcome | | | | | | |
| Number of children (rate per 1,000 aged 8-16) referred to SCRA on offence grounds | (2012/13) 7 | 7 | 7 | 7 | The target is to maintain the good performance. National performance was 8. | Donny Scott |

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



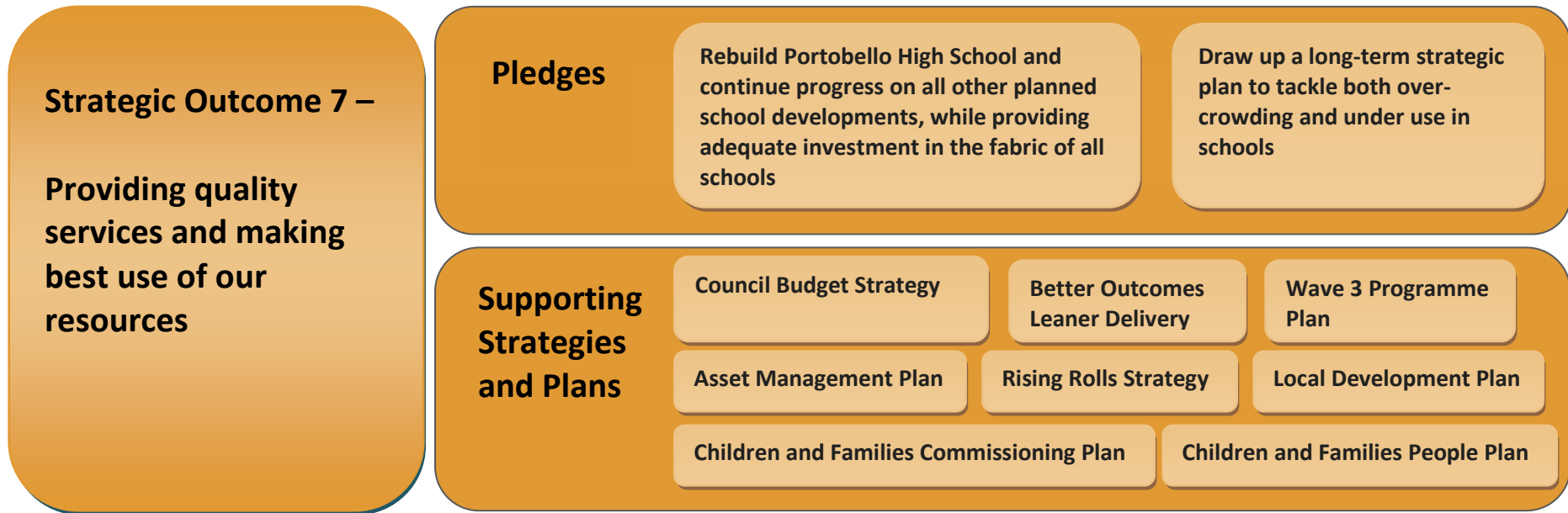
We know our communities face major challenges from the wider economic outlook, falling public expenditure and our changing demographics. We want to minimise potential consequences of high levels of youth unemployment, the decline of vulnerable communities and the challenges faced by an increasingly elderly population by building resilient communities and releasing the talents of people (particularly those of our young people) across Edinburgh. We believe that by prioritising early intervention and prevention, building on the assets of individuals and communities, and ensuring that children’s and families’ needs and abilities are at the centre of service design and delivery, we can replicate the success of asset-based approaches such as Total Craigmyle and Total Neighbourhood East. These are improving the outcomes for children, families and their communities and, in so doing, challenging the impact of poverty and inequality.

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

The Edinburgh Guarantee continues to provide opportunities for those leaving school to move into positive destinations through training, activity agreements, further and higher education and employment. Close working with Economic Development ensures that the provision matches the profiles of young people about to leave school. Tracking of those young people who are not in a positive destination takes place by Skills Development Scotland in partnership with Children and Families and Economic Development. All schools now have robust procedures in place to monitor, track and support young people. CLD staff will continue to support those young people at risk of entering a negative destination to engage with Activity Agreements.

We want to help individuals and communities develop the resilience and ambition needed to combat the effects of economic factors which cause deprivation and inequality; ensure that barriers to achieving better life chances are identified, understood and overcome and that communities are full partners in delivering practical and policy solutions. CLD regulations for the implementation of the Strategic Guidance will ensure that CLD support is targeted on the most disadvantaged communities. CLD staff will be equipped to deliver the policy framework associated with the Guidance.

| Indicator | Latest Performance | Targets | | | Note | Lead |
|--|----------------------------|--|-------------------------|-------------------------|--|---------------|
| | | 2014/15 | 2015/16 | 2016/17 | | |
| Short-term improvement | | | | | | |
| Percentage of pupils gaining 5+ SCQF awards at Level 5 in the 20% most deprived areas (Scottish Index of Multiple Deprivation) | 16.4% | Targets not currently set due to the changes to the exam system. When new indicators are developed to replace the existing the indicators, these will be included. | | | Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. | Karen Prophet |
| Percentage of pupils gaining 5+ SCQF awards at Level 6 in the 20% most deprived areas (Scottish Index of Multiple Deprivation) | 8.1% | | | | | |
| Percentage of adults achieving all or part of their agreed learning goals | 90% | 92% | 95% | 97% | The total number of adult literacy and numeracy learners in 2012-13 was 2,524. | Maria Gray |
| Long-term outcome | | | | | | |
| Percentage of school leavers who are in a follow-up positive destination | (2011/12 leavers) 89.8% | Exceed national average | Exceed national average | Exceed national average | Data is from the followup survey, sourced in the March following leaving mainstream school. The target was to reach the national average (89.5% for 2011/12 leavers) by 2013/14, then exceed that position. | Karen Prophet |
| Percentage of young people leaving special schools who go on to an appropriate and/or positive destination. | (2012/13 leavers) 64.6% | 65% | 65% | 65% | Data used reflects only the number of learners leaving special schools who achieved a positive destination as defined by the Scottish Government. In addition to this a significant number of leavers from special schools have gone on to an appropriately structured destination/package of support to meet their continuing learning needs. No national data about learners from special schools is available for comparison. | Rosie Wilson |



Our aim is to consistently make the best use of our resources, within the challenging financial context, to effectively support all work to improve outcomes for children, young people and their families.

We aim to provide services, resources 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. We will continue to use the results from staff engagement activities, such as the biennial Employee Survey, alongside evaluations such as Customer Service Excellence and Investors in People to inform improvement planning through the People Plan.

As we go forward our Commissioning Plan for services will help us work with other service providers to provide resources which deliver improved outcomes and also achieve best value.

| Indicator | Latest Performance | Targets | | | Note | Lead |
|--|--------------------|----------------------|----------------------|----------------------|--|---|
| | | 2014/15 | 2015/16 | 2016/17 | | |
| Short-term improvement | | | | | | |
| Revenue outturn as a % of the annual budget | 100% | 100% | 100% | 100% | At month eight (the latest reported position) the projected outturn for the Children and Families department is a balanced position. The final outturn position will be reported to full Council in June. | Billy MacIntyre |
| Capital outturn as a % of the annual budget | 93% | 100% | 100% | 100% | | |
| Percentage of days lost due to staff sickness absence across Children and Families | 3.57% | Maintain below 3.57% | Maintain below 3.57% | Maintain below 3.57% | The target is to continue to reduce sickness absence levels. | Lynne Porteous |
| Percentage of days lost due to staff sickness absence for teaching staff | 3.12% | Maintain below 3.12% | Maintain below 3.12% | Maintain below 3.12% | The target is to continue to reduce sickness absence levels. | Andy Gray |
| Percentage of parents/carers satisfied with their school | 91% | 97% | 100% | 100% | Data taken from the survey of parents /carers from the question 'Overall, I am happy with the school'. | Karen Prophet Rosie Wilson |
| Percentage of primary school condition assessed at Level A or B | (2013) 91% | 100% | 100% | 100% | Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Target is to maintain at the high level; 2012/13 data is based on assumption of all Wave 3 schools being replaced. National average for 2011/12 was 82%. | Billy MacIntyre / Service for Communities |
| Percentage of secondary school condition assessed at Level A or B | (2013) 91% | 100% | 100% | 100% | See above note. Target is to maintain at the high level; 2012/13 data is based on assumption of all Wave 3 schools being replaced. National average for 2011/12 was 83%. | |
| Percentage of special school condition assessed at Level A or B | (2013) 93% | 100% | 100% | 100% | See above note. National average for 2011/12 was 72%. | |

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

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Standards and Quality Report Children and Families 2014

getting
it right
for every child



Foreword

In Children and Families, we are constantly striving to improve services to ensure that every child in Edinburgh gets the best start in life. This report demonstrates the progress made over the last year. It shows continued improvements in our services and outcomes for children and young people across the city.

Improving services at a time when overall budgets are declining is an increasingly difficult task, but we are determined to further improve the services we deliver and to ensure that we target our efforts and resources where they are most needed. In doing this and despite the current difficult economic circumstances we have a great number of success stories and achievements.

The Edinburgh Guarantee continues to be one of our greatest successes, alongside the Careers Academy and has shown partnership working and co-operation at its best. This work helps to ensure that every young person leaving school in Edinburgh goes on to a positive destination when they leave school. This year has been the best result so far for young people moving onto a positive destination and this will remain an important priority.

We have also seen good improvement in our social work services for children at risk and we are continuing to reduce the rate of children requiring to be looked after.

In our schools we are delighted to see strong performances continue whilst there is still a strong focus on working to improve attainment for those lower attaining children particularly in both literacy and numeracy. Attendance overall has improved, whilst exclusion rates have reduced. Curriculum for Excellence continues to become embedded in our schools to make learning more about the application of knowledge and understanding. We are also achieving Scottish Government targets for meeting 2 hours of quality physical education.

In Early Years the majority of our nurseries continued to have positive Education Scotland Inspections with one outstanding Inspection for Cowgate Under 5's centre. There has been a great deal of innovative and collaborative work in the Early Years area to ensure we are able to fulfil the Scottish Government's commitment to achieving the 600 hours for those eligible children from August 2014.

The overall commitment in the City to children and young people making a more positive contribution to the Community has shown very encouraging improvement. There are a record number of young people involved in the Duke of Edinburgh Award Scheme and the new Junior Award Scheme for Schools. Additionally there are more children and young people achieving other accredited awards that are developing them into more responsible citizens. Providing this opportunity for wider achievement for all and actively encouraging our young people to play a positive role within their communities is something we can be rightly proud of. It is at the heart of our desire to be a 'Cooperative Capital'.

For 2014/15 I remain committed and determined to continue to build on these successes and further improve outcomes for all children and young people in Edinburgh.



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 2014. The report covers the period from April 2013 to March 2014 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.

Our services were the subject of a pilot joint inspection led by the Care Inspectorate about which a report was published in April 2013. The inter-agency provision of services to children in Edinburgh was assessed as 'good'. This was a significant improvement on previous inspections and reflects the high quality improvement activity which has been ongoing for a number of years. The following particular strengths were identified as making a difference to children, young people and families:

- The high motivation and strong commitment of staff to improving the life chances of vulnerable children, young people and families.
- The actions taken to keep children and young people at risk of abuse and harm safe.
- The very wide range of measures to consult and seek the views of children, young people, families and other stakeholders.
- A strong culture and ethos of positive partnership working for the benefit of children, young people and families at all levels.
- The visionary leadership and direction of the Edinburgh Children's Partnership and commitment to prevention and early intervention.

Inspectors are very confident that services will be able to make the necessary improvements in the light of the inspection findings.

Children and Families continues to work to implement a number of key strategies including:

- Curriculum for Excellence to improve educational outcomes for all of our pupils
- The Edinburgh Guarantee to increase the number of young people leaving school into a positive destination
- Our inter-agency Corporate Parenting Action Plan to improve opportunities and outcomes for Looked After Children
- Our inter-agency Early Years and Early Intervention Action Plan.

This report covers progress in these areas 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

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 and the 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, Priorities for Improvement and Capital Coalition Pledges

We have continued to make good progress across all seven of our Strategic Outcomes. We have also identified seven Priorities for Improvement based on an assessment of areas where we need to target more effort to secure improvement, alongside those areas identified in the recent joint inspection of children's services and the Capital Coalition Pledges. These priorities have been agreed together with our partners in the Edinburgh Children's Partnership. Our Strategic Outcomes, their associated Priorities for Improvement and Capital Coalition Pledges are detailed in the next section.

Our Strategic Outcomes, Priorities and Pledges

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

Priority for Improvement: Improve support in early years so that children reach appropriate developmental and social milestones

Capital Coalition Pledges: Establish city-wide childcare co-operatives for affordable childcare for working parents; Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations

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

Priority for Improvement: Improve the educational attainment of the lowest achieving pupils

Capital Coalition Pledges: Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools; Draw up a long-term strategic plan to tackle both over-crowding and under use in schools; Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum

3. Our children and young people in need, or with a disability, have improved life chances

Priorities for Improvement: To improve and extend help and early support for children in need, and their families, so they get the help they need before difficulties get worse.

Capital Coalition Pledge: Increase support for vulnerable children, including help for families so that fewer go into care

4. Our children and young people are physically and emotionally healthy

Priority for Improvement: To improve health outcomes for children, with a specific focus on promoting healthy lifestyles and reducing risk taking behaviours

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

Priority for Improvement: To reduce the risk of children and young people causing harm to themselves and to others.

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

Priority for Improvement: Increase the number of young people who enter and sustain positive destinations

Capital Coalition Pledges: Establish city-wide childcare co-operatives for affordable childcare for working parents; Further develop the Edinburgh Guarantee to improve work prospects for school leavers

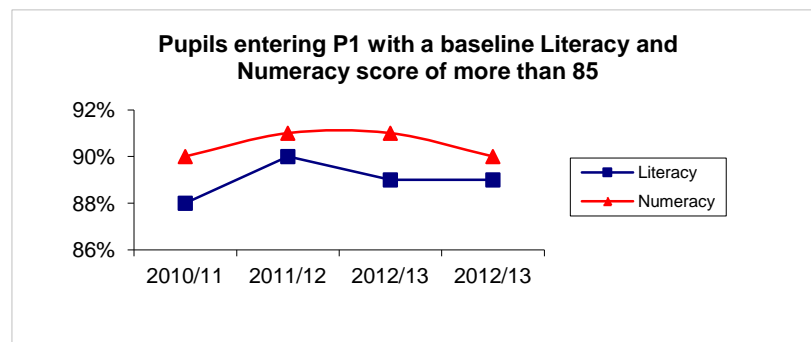
7. Providing quality services and making best use of our resources

Capital Coalition Pledges: Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools; Draw up a long-term strategic plan to tackle both over-crowding and under use in schools

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

How are we doing?

- 100% of Local Authority Early Years establishments inspected by *Education Scotland* graded as *good or above*
- Cowgate Under 5's Centre became only one of a handful in Scotland to achieve *excellent* grades in all nine inspection categories
- All children in Local Authority classes have access to a qualified teacher
- £8.5m allocated to early intervention and vulnerable children through the *Early Years Change Fund*
- Good performance maintained in pupils entering P1 with baseline scores of more than 85 in literacy and numeracy



- Importance of outdoor play and active learning emphasised with over 700 staff attending CPD opportunities
- 1,350 parents and carers participated in *Family Learning* opportunities
- Over 300 delegates attended the annual early years conference which focused on mathematics and numeracy

- 1,828 parents responded to consultation survey regarding the provision of 600 hours of early learning and childcare with 91% of parents and carers saying they would use the additional hours
- Produced a *Pre Birth to Three Self Evaluation Toolkit* with positive feedback from staff
- *Edinburgh Play Forum* formed with voluntary sector partners to promote play, and play champion appointed to represent the interests of children's play
- Annual *Play Day* event held highlighting the value of free play opportunities, involved over 2,000 children, parents and visitors
- *OPAL* (Outdoor Play and Learning) Waterplay Project introduced to 40 nurseries was declared the *Best Play Initiative 2013* at the national *Nancy Ovens Awards for Play*



Moffat Early Years Centre, Gylemuir Primary Nursery Class, Gilmerton Early Years Centre & Cameron House Nursery

- Six primary schools have been supported to develop their playgrounds for natural play, funded by *Grounds for Learning*
- *PEEP*, *Play@home* and pre-birth to three training has been delivered to 125 early years staff
- Service Level Agreement with *Lothian Association of Youth Clubs* to provide support and advice to the Out of School Care sector to support organisations interested operating a co-operative model

What we will do next

- Improve and extend support in early years so that children reach appropriate developmental milestones
- Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government
- Plan for the provision of a minimum of 600 hours universal entitlement of quality early learning and childcare for 3 and 4 year olds, and for 2 year olds who are Looked After or in Kinship Care placements
- Plan for the provision of more flexible and affordable childcare including through the development of a childcare cooperative
- Plan for the provision of free school meals to all P1-P3 pupils from January 2015
- Improve levels of literacy and numeracy in P1
- Continue to improve the quality of early years settings as assessed by *Education Scotland* and the *Care Commission*
- Implement the *Early Years Strategy and Action Plan*
- Continue to implement the *Early Years Change Fund Action Plan*
- Continue to contribute to the developments in the *Early Years Collaborative*
- 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
- Further develop the *Lead Officer for Outdoor Play Programme* through development of training programmes and establishing pathways for continued professional development

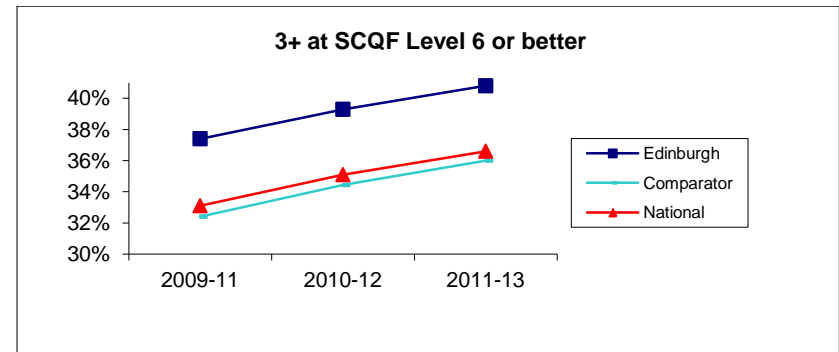
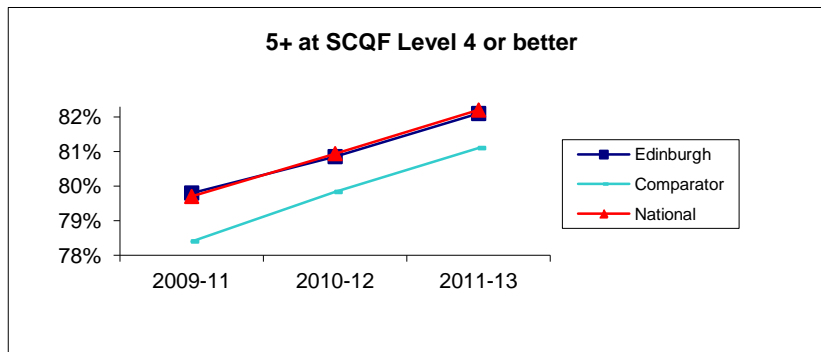
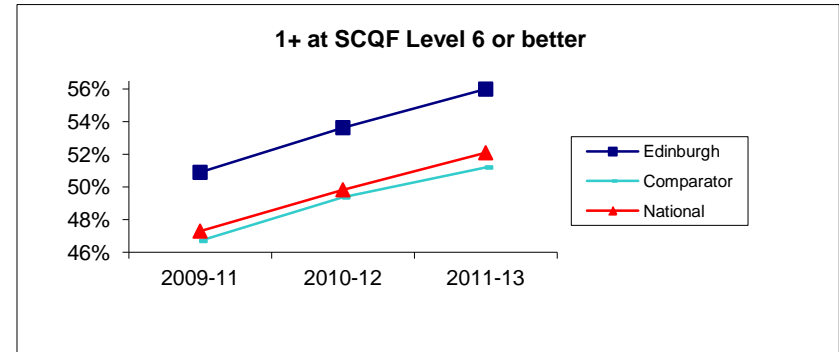
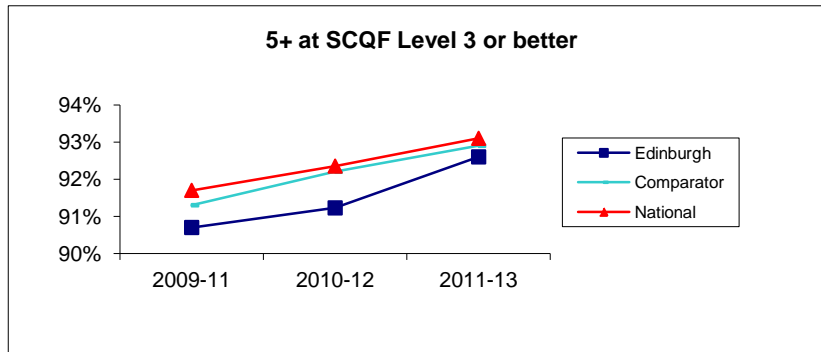
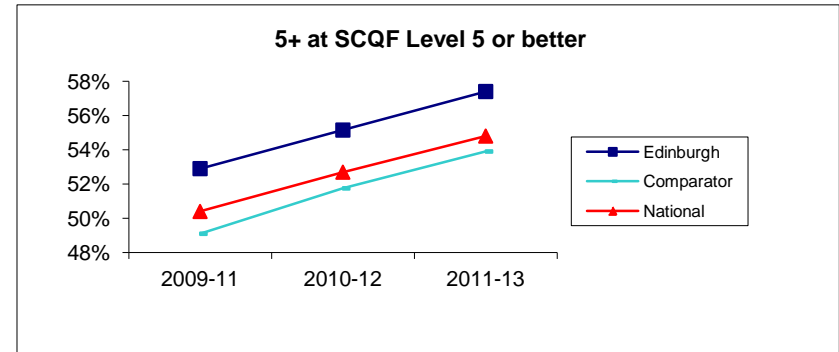
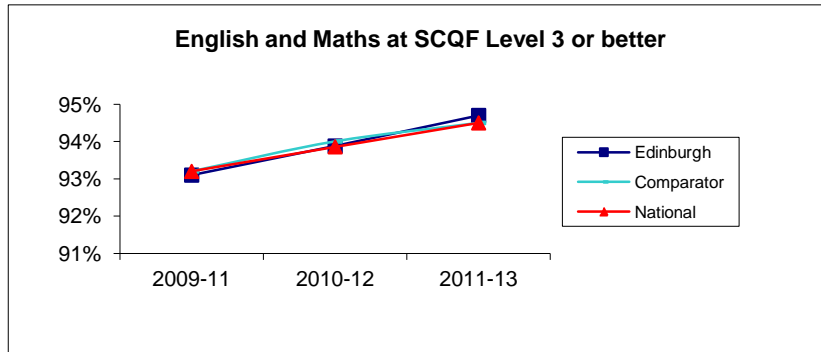
Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities

How are we doing?

- Educational attainment measured against all seven National Priority measures show continued year-on-year improvement with all measures are better than, or in line with, the national average
- Almost all schools that were inspected achieved positive ratings in reports published by *Education Scotland*
- Both learning communities that were inspected achieved positive ratings in reports published by *Education Scotland* with all quality indicators assessed as *good or very good*
- *Curriculum for Excellence* continues to be embedded in all schools and early years establishments 3-18 with new National qualifications introduced for S4 pupils
- Our Literacy strategy and our inter-authority Literacy work has been positively evaluated through an external Scottish Government review
- Over 9,000 iPads are now in use in our schools to promote the effective use of ICT in learning and teaching
- 457 young people engaged in new youth work participation strategy which included youth gatherings, a participation festival, action /research groups/participation mentor training locally and in citywide, Scottish Youth Parliament election
- 94.9% (down from 95.25%) attendance at primary, 92.5% (up from 92.1%) at secondary and 91.7% (slightly down from 91.9%) at special in 2012/13. All are better than or equal to the national average.
- Permanent exclusions reduced to 10 in 2012/13 from 21 in 2011/12
- 9 (down from 12) pupils per 1,000 excluded at primary and 43 (down from 51) at secondary in 2012/13. Both are better than the national figures of 10 and 58 respectively.
- Exclusion incidents decreased from 1,546 in 2010/11 to 1,151 in 2012/13 with incidents reducing by 12% in special schools
- Increased accreditation amongst special schools for *ECO schools* and *Health Promoting Schools*
- 133% increase in primary and 200% in secondary of applications to participate in Creative Learning IDL partnership project with the Lyceum Theatre
- 38 Early Stages practitioners from schools, nurseries, partner providers and childminders participated in a pilot *Creative Skills* professional learning programme in partnership with *Starcatchers* using the skills learned in establishments
- The number of young people performing in public representing the council at local and national events has seen a steady upward trend since 2010/11
- The number of children on Instrumental Music Service timetables and receiving free schools meals increased by 23% between 2011/12 and 2012/13
- 3,633 young people participated in the *Duke of Edinburgh Award* with 52 gold, 106 silver and 458 bronze awards achieved, and a record high participation rate amongst pupils in special schools
- 8,050 children and young people took part in learning opportunities provided by Community Learning and Development open youth work provision



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



What we will do next

- Improve the educational attainment of the lowest achieving pupils
- Increase the number of young people who enter and sustain a positive destination
- Successful implementation of *Curriculum for Excellence*, ensuring management structures within school support the new curriculum, and the new exam system
- Implement where possible the co-operative approach
- Focus on improving children's literacy and numeracy skills for all pupils but particularly for the lowest attaining pupils
- Focus on recognising and celebrating wider achievement in and through the expressive arts and creative learning across the curriculum
- Plan for the provision of free school meals to all P1-P3 pupils from January 2015
- Plan for a response to the projected 16% increase in the number of children in our schools
- Plan for the provision of services to an increased number of children who have additional support needs
- Improve planning to meet needs so that children and young people experience long-lasting improvements
- Implement more systematic and joint approaches to quality assurance and self-evaluation to improve outcomes for children and young people
- Focus on identifying and supporting all schools to manage young people at risk of exclusion and ensure approaches are in line with the revised policy and procedures
- Pilot the new policy and procedure on *Better Relationships, Better Learning, Better Behaviour* and use the feedback to further refine the document
- Continue to improve school attendance, particularly amongst Looked After Children
- Further enhance developments to meet the needs of learners with social and emotional needs across mainstream and special provision
- Continue to develop a robust process for accurate and relevant data collection for special schools on an annual basis for performance reporting and share this work with other schools and across other authorities
- Continue to support special schools with the development of the curriculum, focussing for the next year on the senior phase linking with work on positive destinations
- For learners with significant and complex needs associated with Autism Spectrum Disorder and learning disability, improve the learning environment through consultation and planning of the new senior school for St Crispin's learner population, staff and the community
- Take forward the recommendations from the review of special secondary resources provision
- Continue to support the implementation of the parental engagement strategy across the authority and ensure approaches are fully embedded across the city

Our children and young people in need, or with a disability, have improved life chances

How are we doing?

- Mainstreaming of the *Getting it Right for Every Child* approach is being further consolidated
- Newly established *Looked After Children Transformation Programme* to both reduce the rate of growth in the number of children who need to be Looked After and to shift the balance of care to meet children's needs earlier
- Around 1,400 children need to be looked after in Edinburgh
- 100% of units (Young People's Centres, Residential, Secure and Fostering and Adoption services) achieved *Care Commission* inspection grades of *good or better*
- Health inequalities for Looked After Children being addressed by embedding health promoting activity through the health promoting unit strategy
- 60% of Looked After Children were in a sustained positive destination in 2011/12 (67% nationally)
- 88.7% attendance at school for Looked After Children in 2010/11 (88.6% nationally)



The recent Foster Me Foster Us Campaign

- *Foster Me Foster Us* came out on top in the finals of the *Association of Public Service Excellence Awards 2013*
- 56% of children placed with City of Edinburgh Council foster carers
- 21% of looked after children are in kinship care
- 48 children left care through adoption
- Three additional *Adoption, Fostering and Kinship Approval* panels established
- Refreshed the *Corporate Parenting Action Plan*
- The *Throughcare and Aftercare* team now has staff who specialise in Emotional Health, literacy and Housing to support young people leaving care
- Playschemes for disabled children during school holidays extended from three weeks to six weeks
- Children with disabilities and their families consulted on their views of current services and service deficits
- Successful model of practice evaluation implemented which helps us learn about the quality of our intervention
- *Children's Social Work Practice Panel* continued to build a learning culture through effective partnership between managers, practitioners, the University of Edinburgh and our Workforce, Learning and Development team

"The number of high quality nurturing and stable environments for children who are unable to live at home is increasing rapidly. Children and young people who are unable to remain in the care of their parents are supported in high quality foster placements or kinship care" Care Inspectorate, *Joint Inspection Report April 2013*

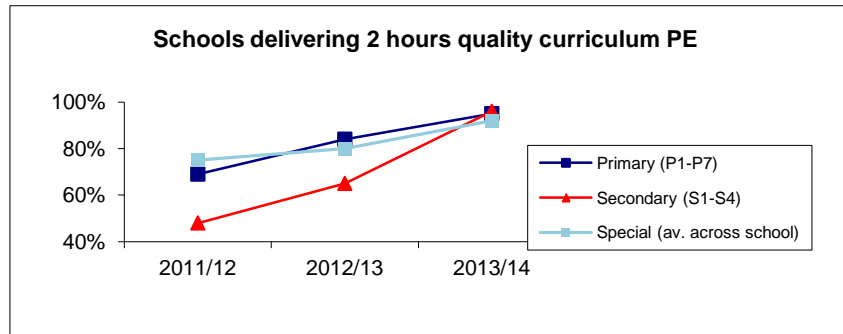
What we will do next

- Improve and extend help and early support for children in need, and their families, so they get the help they need before difficulties get worse
- Improve life chances for Looked After Children
- Strengthen early support for families so fewer children need to be looked after
- Implement the recommendations in the *Children and Young People's Act*
- Continue to reduce the rate of growth of the number of children requiring to be looked after and to increase those children looked after in kinship, and in foster care provided by City of Edinburgh Council foster carers
- Plan for the continued increase in the number of children who have additional support needs
- Plan for the move towards the delivery of integrated children's services including health services
- Improve and extend help and support at an early stage for children, young people and families so they get the help they need before difficulties get worse
- Improve planning to meet needs so that children and young people experience long-lasting improvements
- Continue to reduce outcome gaps for children and young people whose life chances are at risk and place a stronger focus on achieving speedier improvement for the most vulnerable
- Launch the refreshed Corporate Parenting Action Plan
- Develop and implement a strategy to further engage children and their families with the services they receive
- Increase the number of adopters to meet the range of needs of children requiring adoption
- Enhance participation of looked after children and young people in service planning through enhancement of the *Young People in Care Council* (YPiCC)
- Focus on improving life chances of looked after children through expressive arts and creative learning
- Further develop practice evaluation in order to increase organisational wisdom about the impact of intervention on outcomes for children
- Develop drop-in facilities for children with a disability and their families in local communities which show the most densely recorded population of children with disabilities
- Implement the new *Self Directed Support Legislation* offering families increased choice and involvement and giving children and their carers more control over the services provided to them
- Work in partnership with health on the care pathway for children with high health needs of challenging behaviour, exploring service gaps and plan for the shape of future joint service pathways

Our children and young people are physically and emotionally healthy

How are we doing?

- 53 (61%) primary schools delivered cycle training in 2012/13, exceeding our target of 50%, with over 2,000 P6 pupils receiving training
- 7,014 pupils received swimming lessons with 62% (up from 55%) of those tested passing level C5 and considered safe swimmers



- 95% of primary schools, 96% of secondary schools and 92% of special schools met the PE target of 2 hours/periods per week
- Partnership agreement established with the *John Muir Trust*
- 686 *John Muir Awards* achieved in the last year a significant increase from 259 in the previous year
- Online risk-taking behaviours resource for secondary schools developed and made available online
- Risk-taking behaviour training for part-time youth work staff delivered by Community Learning and Development
- Service directory of *Young People's Substance Misuse Services* developed and distributed to relevant staff and partner agencies

- 276 streetwork sessions delivered by *North Edinburgh Alcohol Initiative Collaborative* to young people to raise awareness of the risks associated with drinking alcohol and how to stay safe
- *Sexual Health Seminars* continued to be delivered to S5 pupils with feedback from 1,158 pupils giving the seminar an overall acceptable score of 89%
- 6.8 pregnancies per 1,000 in under 16-year olds in 2011/12, down from 8.8 in 2008/09 (6.6 nationally)
- *Scottish Schools Adolescent Lifestyle and Substance Use Survey 2010* generally shows reductions in smoking, drinking and drug use
- The percentage of Primary 1 pupils who are at risk of obesity reduced from 9.4% to 8.3% in 2012/13, better than the national average of 9.3%
- *Health 4 U*, an adolescent girls' health and wellbeing schools programme was delivered to S3 girls in 11 Edinburgh secondary schools
- 87% of *Health 4 U* participants felt more confident and motivated to lead a healthier lifestyle.
- 232 parents and carers participated in *Raising Children With Confidence* with 92% reporting that they felt the course had a positive impact on their relationship with their child.
- Over 12,000 P3-P7 school pupils took part in the *Pupil Well-being Questionnaire* with 84% saying they have lots to be proud of



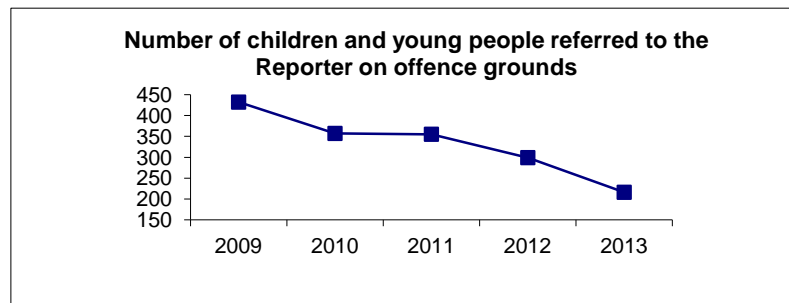
What we will do next

- Further improve all health outcomes for children with a specific focus on promoting healthy lifestyles and reducing risk-taking behaviours
- Develop parenting support for substance misusing parents
- Develop community based interventions around obesity and poor nutrition
- Increase the number of schools delivering cycle training at *Bikeability* Level 2, and increase the number of P6 pupils receiving cycle training
- Further increase the number of children/young people receiving the national target of 2 hours/periods of quality curriculum PE per week eg through increasing the work of the Lead Officers
- Support the delivery of the *John Muir Award* in primary, secondary and special schools across the city and further develop training for delivery and leadership opportunities
- Roll out of *North Edinburgh Alcohol Initiative Collaborative* to South and South-West CSMG areas
- Implement recommendations from Barnardos report 'Care Pathways for children and young people who misuse drugs and alcohol' (March 2013) to develop tiers 3 and 4 of *Young People's Substance Misuse Service*
- Continue to embed *Confident Staff, Confident Children* and build on this training across the early years and primary sectors
- Develop clear links between the parent and carer support framework, *Creating Confidence*, and attachment promoting practice for children in need
- Develop appropriate resources or training for staff, parents and pupils, within secondary schools on mental health and wellbeing
- Continue to run 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
- Roll out a calendar of sporting events 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?

- 7 per 1,000 children reported to the Reporter for offending, lower than the national figure of 8
- 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 (216 in 2012/13, down from 732 in 2008/09)



- *Young People's Service* (formerly *Youth Offending*) supports young people to remain safely with their families as an alternative to residential care

"Superb support from the social worker. If the family have a good relationship with the social worker it will work", Client of Young People's Service

- 77% of primary pupils and 73% of secondary pupils said that the school was *very good or good* at dealing with bullying from a record response from over 7,500 pupils to the *Safe from Bullying Survey*
- Implemented the *Procedures to Prevent and Respond to Bullying and Prejudice* amongst children and young people in social work establishments – young people in residential care contributed to the development of this procedure



- 'The actions taken to keep children and young people at risk of abuse and harm safe' was named as a strength in the *Joint Inspection of Services* for children and young people in Edinburgh
- Around 290 children are on the *Child Protection Register* in Edinburgh
- 98% of initial supervision visits were made within timescale
- Advocacy service put in place which engages directly with children when they are subject to a *Child Protection Case Conference*, ensuring their views are represented
- *Electronic Interagency Referral Discussion* tool (eIRD) updated to electronically notify the child's GP of the nature of concerns
- CLD staff contributed to the pilot of the *Mentors in Violence Prevention* (MVP) in Portobello High School and Jack Kane Community Centre
- The *Multisystemic Therapy* (MST) service is now providing 24/7 support to parents in addressing their teenage children's problem behaviour

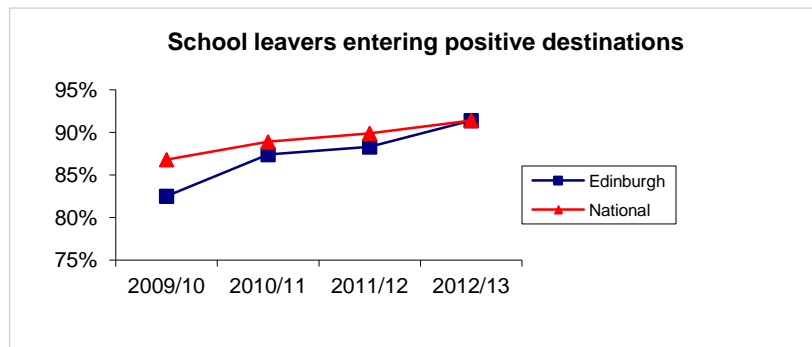
What we will do next

- Reduce the risk of children and young people causing harm to themselves and others
- Increase support for vulnerable children, including help for families so that fewer go into care
- Improve planning to meet needs so that children and young people experience long-lasting improvements
- Implement more systematic and joint approaches to quality assurance and self-evaluation to improve outcomes for children and young people
- Continue to reduce outcome gaps for children and young people whose life chances are at risk and place a stronger focus on achieving speedier improvement for the most vulnerable
- Continue to promote the Children and Families policy to prevent and respond to bullying and prejudice
- Further develop measures and systems to effectively assess the reduction in the numbers of young people going on to the adult system and the reduction in repeated offending
- Increase the percentage of pupils who say their school is good at dealing with bullying
- Provide advice for schools to implement actions arising from the analysis of the pupil self-evaluation survey
- Work with *ENABLE* (the charity run with and for young people and adults with learning disabilities) to improve understanding of learning disabilities and support the development of curricular resources
- Continue to develop the *Whole Systems Approach* by increasing the range of services for 16 and 17 year olds who offend
- Lead on Child Protection priorities including sharing of learning on a multi-agency basis and the maintenance and development of tools such as the eIRD
- Contribute to the development of the new multi-agency guidance on *Forced Marriage* and *Female Genital Mutilation (FGM)* with the Child Protection Committee
- Target training provision on new FGM guidance

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

How are we doing?

- 91.4% (up from 88.3%) of school leavers from 2012/13 entered positive destinations from mainstream schools, the best performance for over a decade (equalling the national average for the first time)
- 64.6% of young people leaving special schools in 2012/13 entered positive destinations
- 89.8% (up from 86.5%) of school leavers from 2011/12 were in a sustained positive destination, now in line with the national average of 89.5%



- 16.4% of pupils living in the most deprived areas of the city gained five or more awards at SCQF Level 5 or above, up from 14.5%, below the national average of 19.5%
- Secured places for a significant number of young people in special schools in personal/ skills development 'packages' sourced by either the Council's Transition Team or through *Activity Agreements*
- Working as part of the *Edinburgh Literacies Partnership*, over 9,000 adult literacy and numeracy learners were served in 2013/14
- The *Literacies for Employability Pipeline Project* was targeted to 16-25 year-olds and all job seekers with few qualifications, resulting in the registration of 452 learners

- 36 *Modern Apprentices* completed and left the programme to move into employment both within the Council and other employers with a further 10 completing their MA qualification



Sue Bruce with CEC Modern Apprentices

- Family Learning staff worked across 46 establishments organising a range of literacy-related activities for parents in 2012/13

"The confidence I have gained through my involvement with Family Learning has led me to college. I am now part way through a degree in Childhood and Youth Studies." Family Learning participant

- In 2013/14, 719 classes in 42 venues saw 11,637 participants in the *Adult Education Programme*
- 90% of adults achieved all or part of their learning goals
- 840 students within CLD partner provision and 204 within Edinburgh College were provided with *English for Speakers of Other Languages (ESOL)* tuition in 2013/14

What we will do next

- Increase the number of young people who enter and sustain positive destinations
- Further develop the *Edinburgh Guarantee* to improve work prospects for school leavers
- Focus on positive and sustained destinations as a result of engagement with expressive arts and creative learning
- Work with partners to develop a poverty and inequality strategy for Edinburgh
- Focus on improving outcomes for those disadvantaged by poverty and inequality
- Work with partners to embed *Children's Rights* across our service planning and delivery
- Continue to work with young people identified as at risk of entering a negative destination and provide appropriate support towards a positive destination, including *ESOL Curriculum for Excellence* support for migrant young people
- Deliver the senior phase of *Curriculum for Excellence* providing relevant learning experiences for all young people including those who are disengaged
- Integration of the *Community Access to Schools* (CATs) initiative into Community Learning and Development, commencing September 2014
- Increase youth work participation, particularly amongst Looked After Children
- Fully implement Edinburgh's new youth work strategy
- Increase the numbers of *Family ESOL and Cultural Integration* projects to provide support to migrant families and build community cohesion and integration
- Increase number of parents engaged with literacies for employability
- Contribute to the further development of affordable childcare options
- Welfare Benefit recipients with low confidence and poor literacy skills to be supported through Community Learning and Development to complete forms
- Community Centres will offer drop in sessions and access to computer suites for supported learning sessions on how to access online benefit forms
- Develop online enrolments for the *Adult Education Programme* with a view to going live in September 2014

Providing quality services and making best use of our resources

How are we doing?

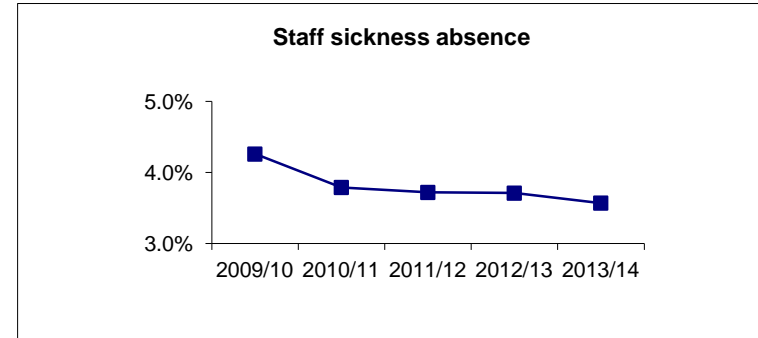
- 'The high motivation and strong commitment of staff to improving the life chances of vulnerable children, young people and families' was named as a strength in the Joint Inspection of Services for children and young people in Edinburgh
- 'The very wide range of measures to consult and seek the views of children, young people, families and other stakeholders' was named as a strength in the Joint Inspection of Service for children and young people in Edinburgh
- Balanced revenue budget for the fourth consecutive year
- £118m capital investment by Council planned over the next five years in schools and the wider estate
- Work started on new James Gillespie's High School with work on the new Boroughmuir High School due to start in August 2014
- Significant new extensions delivered at five primary schools with a further four being planned



Seaview Respite Centre's outdoor play areas

- New Gaelic Primary School and Seaview Respite Centre opened
- Craigentiny Early Years Centre created by merging Pilrig child and family centre with the nearby Craigentiny nursery class
- New nursery classes established at Towerbank and James Gillespies primary schools

- Almost 4,000 parents and carers took part in our 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 again to 3.57% from 3.71%
- The average number of days lost by teachers to sickness absence dropped from 7.4 in 2011/12 to 5.3 in 2012/13, with Edinburgh's ranking against other Councils improving from 16th (equal) to fourth
- *People Plan* further developed 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) retained *iIP Gold* status
- There is good evidence of *Getting it right for every child* approaches being implemented across our establishments and teams and improving outcomes for children and young people
- The Commissioning Team, working alongside service managers, has prepared seven service specific consultation documents

What we will do next

- Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government
- Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools.
- Improve the physical condition of our buildings to bring them in line with 21st century expectations
- Respond to the educational infrastructure requirements arising from the additional housing identified in the Local Development Plan
- Respond to pressure on school places in specific areas of the city as necessary
- Continue to balance the budget
- Increase the level of use of schools' facilities, primarily by the local community
- Provide additional support in ways that increase the resilience and wellbeing of children and young people, supports and builds capacity in families, improves performance in universal services and makes the best use of specialist resources
- Continue to improve our approach to customer service across Children and Families and achieve *Customer Service Excellence* accreditation for more services
- By September 2015 work with strategic partners to produce a plan for the delivery of CLD activity within the city (CLD Strategic Guidance)
- Continue our work towards ensuring that all children who need extra help or support have a single plan and a clearly identified *Lead Professional* to coordinate actions and monitor progress
- 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, Staff Talkabouts and the Employee Survey
- Continue to promote and undertake an annual service user engagement survey programme
- 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
- Continue to develop planning for improvement through the Lean Review of Pupil Admissions P1 and S1, Placing Appeals, Free School Meals, Free School Clothing and Education Maintenance Allowance










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Children & Families Service Plan Monitoring 2013-16













Technical Appendix to Standards and Quality Report 2014
















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




























| PI Code | Description | 2011/12 | 2012/13 | 2013/14 | Target | On Target | Short Term Trend | Long Term Trend | Notes |
|----------------|---|---------|---------|---------|--------|---|---|---|---|
| | | Value | Value | Value | | | | | |
| CF-1316-SO1-01 | Percentage of pre-school settings achieving positive (satisfactory or better) Education Scotland inspection reports | 100% | 100% | 82% | 95% |  |  |  | Latest data is from 11 inspections of seven local authority nursery centres and four partner providers in school year 2013/14. All Local Authority centres were assessed as good or above with Cowgate Under 5s Centre was assessed as excellent in all quality indicators. One partner provider centre was assessed as weak and another was assessed as weak in one indicator. Small number of establishments causes fluctuations in the percentage. |
| CF-1316-SO1-03 | Percentage of children entering mainstream P1 with a baseline numeracy score of 85 or more | 91% | 91% | 90% | 92% |  |  |  | Age appropriate development measures for 0-5s and primary school age are being developed. These interim measures are based on the baseline numeracy and literacy tests at entry to P1. |
| CF-1316-SO1-04 | Percentage of children entering mainstream P1 with a baseline literacy score of 85 or more | 90% | 89% | 89% | 90% |  |  |  | Age appropriate development measures for 0-5s and primary school age are being developed. These interim measures are based on the baseline numeracy and literacy tests at entry to P1. |
| CF-1316-SO1-05 | Percentage of partner provider pre-school establishments with access to qualified teacher | 38% | 41% | 41% | 39% |  |  |  | |
| CF-1316-SO1-06 | Numbers of parents and carers participating in Family Learning opportunities in targeted schools and nurseries | 848 | 1,000 | 1,350 | 1,000 |  |  |  | The aim is to maintain at 1,350 |

| PI Code | Description | 2011/12 | 2012/13 | 2013/14 | Target | On Target | Short Term Trend | Long Term Trend | Notes |
|----------------|--|---------|---------|---------|--------|---|---|---|--|
| | | Value | Value | Value | | | | | |
| CF-1316-SO1-07 | Number of pre-school education hours per year provided for children receiving Local Authority pre-school education provision | 475 | 475 | 475 | 475 |  |  |  | Current levels maintained. We will provide and secure 600 hours universal entitlement of quality early learning and childcare for 3 and 4 year olds, and for 2 year olds who are, or have been, looked after or in kinship care placements and to eligible 2 year olds in households in receipt of out of work benefits by August 2014. |
| CF-1316-SO1-08 | Percentage of P1 to P3 pupils in classes of 18 or fewer across Positive Action schools | 48.6% | 37.9% | 17.2% | 50% |  |  |  | Current performance data taken from pupil census in September 2013. Some positive actions schools are retaining more of their catchment pupils due to more parents being unsuccessful with placing requests as a result of rising rolls. This, along with the inability to legally restrict the classes to 18 has meant that more schools have fallen short of the target. |
| CF-1316-SO1-09 | Percentage of P1 pupils with a pupil: teacher ratio of 25:1 or under | 87% | 97% | 99% | 100% |  |  |  | Where a lack of accommodation restricts additional classes being established, team teaching arrangements are used in accordance with Scottish Government guidelines. As at census in September 2013, there were 2 P1 classes in 2 schools with a class size of 26 due to an excepted pupil on Placing Appeal in each. |







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

| PI Code | Description | 2011/12 | 2012/13 | 2013/14 | Target | On Target | Short Term Trend | Long Term Trend | Notes |
|----------------|--|---------|---------|---------|--------|---|---|---|--|
| | | Value | Value | Value | | | | | |
| CF-1316-SO2-01 | Percentage of primary schools achieving positive (satisfactory or better) inspection reports | 93% | 96% | 95% | 93% |  |  |  | Data are from 3 year average of Education Scotland inspections with the latest data from inspections taking place from 1 April 2011-31 March 2014 of 19 primary schools. Note that the performance was 18 schools out of 19 achieving positive inspection reports with one school not achieving satisfactory on only one Quality Indicator. National performance for 2008-12 was 91%. |
| CF-1316-SO2-02 | Percentage of secondary schools achieving positive (satisfactory or better) inspection reports | 78% | 83% | 83% | 90% |  |  |  | Data are from 3 year average of Education Scotland inspections with the latest data from inspections taking place from 1 April 2011 to 31 March 2014 of 6 secondary schools. Note that the performance was 5 schools out of 6 achieving positive inspection reports with one school not achieving satisfactory on only one Quality Indicator. Due to small numbers, the percentage figure can fluctuate. National performance for 2008-2012 was 88%. |
| CF-1316-SO2-03 | Percentage of pupils achieving SCQF Level 3 in maths and English by the end of S6 | 93.9% | 94.7% | N/A | 93.8% |  |  |  | This data is a 3-year rolling average with the latest figure relating to the three-year average (10/11 - 12/13) of the percentage of the relevant S4 cohort achieving at least Level 3 in English and Maths by the end of S6 (post-appeal). Performance in this indicator is in line (within 1%) with both the national average and the comparator authorities' average of 94.5%. |
| CF-1316-SO2-04 | Percentage of pupils achieving 5+ awards at SCQF Level 3 or above by the end of S6 | 91.2% | 92.6% | N/A | 92.1% |  |  |  | This data is a 3-year rolling average (post appeal) with the latest figure relating to the three-year average (10/11 - 12/13) 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 in line (within 1%) with the national average of 93.1% and the comparator authorities' average of 92.9%. |

| PI Code | Description | 2011/12 | 2012/13 | 2013/14 | Target | On Target | Short Term Trend | Long Term Trend | Notes |
|----------------|--|---------|---------|---------|--------|---|---|---|---|
| | | Value | Value | Value | | | | | |
| CF-1316-SO2-05 | Percentage of pupils achieving 5+ awards at SCQF Level 4 or above by the end of S6 | 80.6% | 81.8% | N/A | 81.1% |  |  |  | This data is a 3-year rolling average (post-appeal) with the latest figure relating to the three-year average (10/11 - 12/13) 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 (within 1%) with the national average of 81.9% and better than the comparator authorities' average of 80.8%. |
| CF-1316-SO2-06 | Percentage of pupils achieving 5+ awards at SCQF Level 5 or above by the end of S6 | 55.2% | 57.4% | N/A | 53.7% |  |  |  | This data is a 3-year rolling average (post-appeal) with the latest figure relating to the three-year average (10/11 - 12/13) 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 the national average of 54.8% and the comparator authorities' average of 53.9%. |
| CF-1316-SO2-07 | Percentage of pupils achieving 1+ awards at SCQF Level 6 or above by the end of S6 | 53.1% | 55.5% | N/A | 51.3% |  |  |  | This data is a 3-year rolling average (post-appeal) with the latest figure relating to the three-year average (10/11 - 12/13) 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 the national average of 51.6% and the comparator authorities' average of 50.7%. |
| CF-1316-SO2-08 | Percentage of pupils achieving 3+ awards at SCQF Level 6 or above by the end of S6 | 39.3% | 40.8% | N/A | 38.2% |  |  |  | This data is a 3-year rolling average (post-appeal) with the latest figure relating to the three-year average (10/11 - 12/13) 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 the national average of 36.6% and the comparator authorities' average of 36.0%. |
| CF-1316-SO2-09 | Percentage of pupils achieving 5+ awards at SCQF Level 6 or above by the end of S6 | 27.8% | 29.1% | N/A | 26.7% |  |  |  | This data is a 3-year rolling average (post-appeal) with the latest figure relating to the three-year average (10/11 - 12/13) 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 the national average of 25.2% and the comparator authorities' average of 24.7%. |

| PI Code | Description | 2011/12 | 2012/13 | 2013/14 | Target | On Target | Short Term Trend | Long Term Trend | Notes |
|----------------|--|---------|---------|---------|--------|---|---|---|---|
| | | Value | Value | Value | | | | | |
| CF-1316-SO2-10 | Attainment of children - percentage of those achieving 5+awards at Level 5 by the end of S4 (Single Year) (Improvement Service Benchmarking Indicator) | 39% | 41% | N/A | |  |  |  | Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. Targets to be confirmed once data has been fully analysed. The national average for 2012/13 was 39%. |
| CF-1316-SO2-11 | Attainment of children - those achieving 5+awards at Level 6 by the end of S6 (Single Year) (Improvement Service Benchmarking Indicator) | 29% | 30% | N/A | |  |  |  | Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. Targets to be confirmed once data has been fully analysed. The national average for 2012/13 was 26%. |
| CF-1316-SO2-12 | Average tariff score of lowest performing 20% of S4 pupils in mainstream schools | 72 | 71 | N/A | 65 |  |  |  | Latest data relates to 2012/13 pre-appeal. From 2015/16 there will be a new way of measuring performance through the introduction of the new Senior Phase Benchmarking Tool. This will look at tariff scores for bottom 20%, top 20% and middle 60% and will be based on the new sets of qualifications. Targets may be revised to take this development into account. No national data as yet available for 2012/13. |
| CF-1316-SO2-13 | Average tariff score of highest performing 80% of S4 pupils in mainstream schools | 221 | 221 | N/A | 220 |  |  |  | |
| CF-1316-SO2-14 | Percentage of half days attended by pupils in primary schools | 95.2% | 94.9% | N/A | 94.9% |  |  |  | Latest data relates to performance over the school year 2012/13 and shows a slight decline. The national average was 94.9%. |
| CF-1316-SO2-15 | Percentage of half days attended by pupils in secondary schools | 92.1% | 92.5% | N/A | 91.4% |  |  |  | Latest data relates to performance over the school year 2012/13 and shows continued improvement. The 2011/12 figure was amended (from 92.8%) due to an issue with the reporting software. The national average was 91.9%. |
| CF-1316-SO2-16 | Percentage of half days attended by pupils in special schools | 91.9% | 91.7% | N/A | 90.3% |  |  |  | Latest data relates to performance over the school year 2012/13 and shows a slight decline. The 2011/12 figure was amended (from 90.4%) due to an issue with the reporting software. The national average was 90.5%. |
| CF-1316-SO2-17 | Exclusions per 1,000 pupils from primary schools | 12 | 9 | N/A | 11 |  |  |  | Latest data relates to performance over the school year 2012/13 and shows improvement. The national figure is 10. |
| CF-1316-SO2-18 | Exclusions per 1,000 pupils from secondary schools | 51 | 43 | N/A | 52 |  |  |  | Latest data relates to performance over the school year 2012/13. The national figure is 58. |

















| PI Code | Description | 2011/12 | 2012/13 | 2013/14 | Target | On Target | Short Term Trend | Long Term Trend | Notes |
|----------------|--|---------|---------|---------|--------|-----------|------------------|-----------------|--|
| | | Value | Value | Value | | | | | |
| CF-1316-SO2-19 | Percentage of schools (all local authority schools, independent and partner providers) participating in eco-schools award scheme | 89% | 92% | 92% | 93% | | | | The programme continues to perform well and maintains steady progress with only a small number of council run Child and Family Centres, partner provider or independent nurseries still to register. |
| CF-1316-SO2-20 | Percentage of schools (all local authority schools, independent and partner providers) with at least 1 eco-school award | 79% | 79% | 84% | 80% | | | | |
| CF-1316-SO2-21 | Number of schools with Rights Respecting School Award (at all levels) | 2 | 4 | N/A | 4 | | | | This programme is changing and this may affect our school's participation. Targets will be revisited when required. |
| CF-1316-SO2-22 | Schools (all sectors) carrying out citizenship work with partners in developing countries | 63 | 70 | N/A | 65 | | | | We have exceeded the current target and achieved 70 which is the target for 2014/15. External funding is changing so targets may need to be revised. |
| CF-1316-SO2-23 | Number of schools with British Council International School Award (at all levels) | 9 | 15 | N/A | 12 | | | | |
| CF-1316-SO2-24 | Number of pupils in mainstream schools accessing free instrumental music tuition | 4,553 | 4,710 | 4,758 | 4,750 | | | | Edinburgh currently offers free tuition in every school according to school roll. |
| CF-1316-SO2-25 | Percentage of young people accessing instrumental music service who receive free school meals | 5.18% | 6.4% | N/A | 7% | | | | New data expected June 2014 |
| CF-1316-SO2-26 | Number of young people participating in Duke of Edinburgh Awards (Gold, Silver and Bronze) | 2,202 | 2,986 | 3,633 | 3,135 | | | | Record numbers of young people are participating in the scheme, |
| CF-1316-SO2-27 | Number of young people achieving Duke of Edinburgh Awards (Gold, Silver and Bronze) | N/A | 432 | 616 | 457 | | | | Bronze 458, Silver 106 and Gold 52 |
| CF-1316-SO2-28 | Percentage of young people from lowest achieving and priority groups participating and achieving in Duke of Edinburgh Awards | 20% | 17% | 16% | 20% | | | | 93 in total: 65 bronze, 22 silver and 6 gold |
| CF-1316-SO2-29 | Percentage of athletes in Sports Academies to achieve selection to East of Scotland or national squads | 80% | 82% | N/A | 82% | | | | This indicator currently relates to four sports: girls football, basketball, badminton and cricket. It will be revised for forthcoming years to include to further sports (athletics and rugby) and the target will be revised to 75%. |

| PI Code | Description | 2011/12 | 2012/13 | 2013/14 | Target | On Target | Short Term Trend | Long Term Trend | Notes |
|----------------|---|---------|---------|---------|--------|---|---|---|-------|
| | | Value | Value | Value | | | | | |
| CF-1316-SO2-30 | Number of young people who take part in Open Youth Work provision | 7,300 | 7,500 | 8,050 | 7,500 |  |  |  | |
| CF-1316-SO2-31 | Number of young people who take part in Edinburgh Youth Gathering and Annual Conference | N/A | 350 | 457 | 350 |  |  |  | |

3. Our children and young people in need, or with a disability, have improved life chances

| PI Code | Description | 2011/12 | 2012/13 | 2013/14 | Target | On Target | Short Term Trend | Long Term Trend | Notes |
|-----------------|---|---------|---------|---------|--------|-----------|------------------|-----------------|---|
| | | Value | Value | Value | | | | | |
| CF-1316-SO3-01a | Number of children who <u>need</u> to be looked after (rate per 1,000 0-18) | 15.2 | 15.5 | 15.8 | | | | | Through early support for children and families (while still responding to need), we aim to reduce the rate of growth in the number of children who need to be looked after. Previously set target of 14.6 was the national average. Detailed work in analysing performance in this area has shown that this target is not appropriate. New targets have been set for future performance. |
| CF-1316-SO3-02 | Percentage of Looked After Children who are looked after at home | 27% | 26% | N/A | 33% | | | | |
| CF-1316-SO3-03 | Percentage of the LAC population that is in kinship care | 20% | 21% | N/A | 21% | | | | The introduction of the Kinship support team has improved capacity to support kinship carers. As of March 2014, 39 families are receiving advice and support from the team. 21% is based on the published figures and is as at end July 2013. |
| CF-1316-SO3-04 | Number of young people in secure accommodation | 7 | 10 | N/A | | | | | Figures from CLAS publication (as at end July) |
| CF-1316-SO3-05 | Percentage of children placed with City of Edinburgh Council foster carers | 56% | 56% | N/A | 65% | | | | |
| CF-1316-SO3-06 | Number of children using family based day care services | 141 | 141 | 151 | 150 | | | | |
| CF-1316-SO3-07 | Percentage of units/services achieving Care Commission inspection reports with average gradings of Good or better | 82% | 82% | 91% | 90% | | | | Performance is for Young People's Centres, Residential, Secure and Fostering and Adoption services for financial year 2012/13. |
| CF-1316-SO3-08 | Percentage of Permanence Registration Panels held within 12 weeks of decision of LAC Review to refer child for Permanence consideration | N/A | 74% | 83% | | | | | Local procedures set the requirement for this indicator underpinned by the need to ensure permanence planning is progressed without delay. 100 out of 121 were completed on time. |












| PI Code | Description | 2011/12 | 2012/13 | 2013/14 | Target | On Target | Short Term Trend | Long Term Trend | Notes |
|----------------|---|---------|---------|---------|--------|-----------|------------------|-----------------|--|
| | | Value | Value | Value | | | | | |
| CF-1316-SO3-09 | Percentage of Looked After and Accommodated Children's Reviews taking place within statutory timescales | 81% | 77% | 78% | 90% | | | | |
| CF-1316-SO3-10 | Percentage of formerly looked after children with pathway co-ordinators | 64% | 86% | N/A | 57% | | | | |
| CF-1316-SO3-11 | Percentage of formerly looked after children with pathway plans | 60% | 61% | N/A | 57% | | | | |
| CF-1316-SO3-12 | Percentage of those eligible receiving aftercare services | 84% | 88% | N/A | 85% | | | | |
| CF-1316-SO3-13 | Percentage of half days school attendance for Looked After Children | 88.7% | N/A | N/A | | | | | Latest data is taken from the Scottish Government publication 'The Educational Outcomes for Looked After Children' published in June 2012. Targets are under development. National performance was 88.6%. New data available in June 2014. |
| CF-1316-SO3-14 | Rate of exclusion for Looked After Children (per 1,000 population) | 332 | N/A | N/A | | | | | Latest data is taken from the Scottish Government publication 'The Educational Outcomes for Looked After Children' published in June 2012. Targets are under development. National performance was 326. New data available in June 2014. |
| CF-1316-SO3-15 | Average tariff score for Looked After Children | 84 | 88 | N/A | | | | | Latest data is taken from the Scottish Government publication 'The Educational Outcomes for Looked After Children' published in June 2013. Targets are under development. National performance was 106. New data available in June 2014. |
| CF-1316-SO3-16 | Percentage of Looked After Children entering a positive destination on leaving school | 63% | 60% | N/A | | | | | Latest data is taken from the Scottish Government publication 'The Educational Outcomes for Looked After Children' published in June 2013. Targets are under development. National performance was 88.6%. New data available in June 2014. |
| CF-1316-SO3-17 | Number of children receiving a service funded by Disability Services (excluding those who attend Playschemes) | N/A | 381 | 381 | 381 | | | | Target is to maintain at current levels. |













| PI Code | Description | 2011/12 | 2012/13 | 2013/14 | Target | On Target | Short Term Trend | Long Term Trend | Notes |
|----------------|--|---------|---------|---------|--------|---|---|---|---|
| | | Value | Value | Value | | | | | |
| CF-1316-SO3-18 | Number of children attending Playschemes | N/A | 400 | 400 | 400 |  |  |  | Target is to maintain at current levels. |
| CF-1316-SO3-20 | Percentage of overnight respite nights not in a care home | 36% | 32% | N/A | 40% |  |  |  | |
| CF-1316-SO3-21 | Number of families who have received a service through the Intensive Behaviour Support Service | N/A | 36 | 46 | 50 |  |  |  | |
| CF-1316-SO3-22 | Percentage of Section 23s assessed within timescale | 45% | 35% | 77% | 68% |  |  |  | Under section 23-24 of the Children (Scotland) Act 1995 the Council has a duty, when asked, to assess the needs of a child or young person affected by disabilities and the carer's ability to provide care for them. |
| CF-1316-SO3-23 | Number of families accessing direct payment (self directed care) | 28 | 29 | 32 | 33 |  |  |  | |
| CF-1316-SO3-24 | Percentage of children who have a disability in mainstream secondary education who say they enjoy learning at school | N/A | 64% | N/A | |  | | | Data taken from the biennial secondary school pupil survey last carried out in 2012/13; will be carried out next in 2014/15. |

4. Our children and young people are physically and emotionally healthy






| PI Code | Description | 2011/12 | 2012/13 | 2013/14 | Target | On Target | Short Term Trend | Long Term Trend | Notes |
|----------------|---|---------|---------|---------|--------|-----------|------------------|-----------------|--|
| | | Value | Value | Value | | | | | |
| CF-1316-SO4-01 | Percentage of staffed Community Centres accredited as Health Promoting - Bronze | 40% | 80% | 80% | 100% | | | | Bronze = Engaging, Silver = Embedding, Gold = Sustaining. Taken from 'Health Promoting Establishments Framework'. |
| CF-1316-SO4-02 | Percentage of residential services accredited as Health Promoting - Tier 1 | 90% | 66% | 100% | 100% | | | | Tier 1 100% Tier 2 50% |
| CF-1316-SO4-03 | Percentage of primary schools delivering 2 hours quality curriculum PE (P1 to P7) | 69% | 84% | 95% | 100% | | | | All schools should meet target by August 2014. Continued funding from SportScotland allows for a focus on developing quality curricular PE |
| CF-1316-SO4-04 | Percentage of secondary schools delivering 2 periods quality curriculum PE (S1 to S4) | 48% | 65% | 96% | 96% | | | | The 96% PE target for Secondary Schools relates to the current facility issues at Portobello HS which are unlikely to be overcome until the new school is built. |
| CF-1316-SO4-05 | Percentage of special schools delivering 2 hours/periods quality curriculum PE (averaged across school) | 75% | 80% | 92% | 100% | | | | The planned recruitment of a Lead Officer dedicated to special schools and introduction of sporting events for special school pupils will support the development of quality PE |
| CF-1316-SO4-06 | Percentage of pupils participating in Active Schools activities - primary | 30% | 35% | N/A | 39% | | | | For academic year 2012-13 there were 4,535 males and 4,784 females participating in Active Schools activities. New figures available in June 2014. |
| CF-1316-SO4-07 | Percentage of pupils participating in Active Schools activities - secondary | 27% | 31% | N/A | 36% | | | | For academic year 2012-13 there were 3199 males and 2560 females participating in Active School activities. New figures available June 2014. |
| CF-1316-SO4-08 | Percentage of primary pupils achieving swimming level C5 | 55% | 62% | N/A | 71% | | | | Increase in swimming attainment is partly subject to continuation of Swimming Top Up funding from sportscotland which allows us to pay for additional teaching support. Rising school roles and pool access can impact on the effective delivery of primary swimming. Targets may need to be reviewed. New figures collected in June 2014. |


| PI Code | Description | 2011/12 | 2012/13 | 2013/14 | Target | On Target | Short Term Trend | Long Term Trend | Notes |
|----------------|---|---------|---------|---------|--------|---|---|---|---|
| | | Value | Value | Value | | | | | |
| CF-1316-SO4-09 | Percentage of P6 pupils completing cycle training to Bikeability Level 2 | N/A | 54% | N/A | 50% |  | | | Funding from cycling scotland has been used to provide cycle training mentors and bike maintenance courses, co-ordinated by the Active Schools team. New data for 2013/14 expected in June 2014. (Mainstream schools only) |
| CF-1316-SO4-10 | Number of young people participating in JASS (Junior Award Scheme Scotland) | N/A | 4,530 | 6,436 | 4,983 |  |  |  | Junior Award Scheme for Schools (JASS) packs were sold in high schools, primary schools, special schools and community centres. The latest performance reflects the highest achievement to date for JASS and exceeds the target originally set for 2016/17. |
| CF-1316-SO4-12 | Percentage of P1 pupils who are obese | 9.4% | 8.3% | N/A | 8.5% |  |  |  | Data is for the City of Edinburgh Council area and refers to school year 2012/13. The Edinburgh figure remains below the national average of 9.3%. |
| CF-1316-SO4-14 | Rate of teenage pregnancies among under 16 year olds | 8.1 | 8.3 | 6.8 | 7.4 |  |  |  | The NHS Lothian target is 7.4 per 1,000. Data are reported as a three year rolling average. Data published by ISD on 25th June 2013. National rate was 6.6. |
| CF-1316-SO4-15 | Percentage of 13 year olds who are regular smokers | N/A | 3% | N/A | 2% |  |  |  | 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 from 2006 at 3%. National performance improved from 4% to 3%. |
| CF-1316-SO4-16 | Percentage of 15 year olds who are regular smokers | N/A | 13% | N/A | 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 14%. National performance improved from 15% to 13%. |

| PI Code | Description | 2011/12 | 2012/13 | 2013/14 | Target | On Target | Short Term Trend | Long Term Trend | Notes |
|----------------|--|---------|---------|---------|--------|---|---|---|---|
| | | Value | Value | Value | | | | | |
| CF-1316-SO4-17 | Percentage of 13 year olds drinking once a week or more | N/A | 5% | N/A | 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%. National performance improved from 9% to 6%. |
| CF-1316-SO4-18 | Percentage of 15 year olds drinking once a week or more | N/A | 18% | N/A | 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%. National performance improved from 26% to 20%. |
| CF-1316-SO4-19 | Percentage of 13 year olds who have used or taken drugs in the previous month | N/A | 3% | N/A | 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 from 2006 at 3%. National performance remained steady at 3%. |
| CF-1316-SO4-20 | Percentage of 15 year olds who have used or taken drugs in the previous month | N/A | 11% | N/A | 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%. National performance improved from 13% to 11%. |
| CF-1316-SO4-21 | Percentage of S5 pupils feeling more confident about being able to have a healthy sex life at a time that is appropriate | 84% | 86% | 87% | 86% |  |  |  | From August 2013, Sexual Health Seminars (attended by S5 pupils) have been replaced with Risk Taking Behaviour Seminars and are delivered to S4 pupils. |

| PI Code | Description | 2011/12 | 2012/13 | 2013/14 | Target | On Target | Short Term Trend | Long Term Trend | Notes |
|----------------|--|---------|---------|---------|--------|---|---|---|--|
| | | Value | Value | Value | | | | | |
| CF-1316-SO4-22 | Percentage of S5 pupils feeling confident in their knowledge of alternatives to sexual intercourse | 83% | 75% | 81% | 77% |  |  |  | From August 2013, Sexual Health Seminars (attended by S5 pupils) have been replaced with Risk Taking Behaviour Seminars and are delivered to S4 pupils. |
| CF-1316-SO4-23 | Percentage of primary children who say they can usually work out a way to deal with a problem | 77.2% | 77.9% | N/A | 78% |  |  |  | A total of 12,157 pupils in 63 primary schools in Edinburgh participated in the pupil wellbeing survey in 2012/13. The survey is now biennial with the next survey to be carried out in 2014/15. |
| CF-1316-SO4-24 | Percentage of primary children who ask for help when they need it | 87.7% | 87.5% | N/A | 89% |  |  |  | |
| CF-1316-SO4-25 | Percentage of primary children who feel they have lots to be proud of | 82.5% | 83.9% | N/A | 84% |  |  |  | |










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

| PI Code | Description | 2011/12 | 2012/13 | 2013/14 | Target | On Target | Short Term Trend | Long Term Trend | Notes |
|----------------|---|---------|---------|---------|--------|---|---|---|---|
| | | Value | Value | Value | | | | | |
| CF-1316-SO5-01 | Reduce the number of children referred to Scottish Children's Reporter Administration (SCRA) on offence grounds | 299 | 216 | N/A | 340 |  |  |  | The continued work of the multi-agency pre-referral screening group has ensured continued improvement in this area with the latest figure dropping again to 216 from 299 in 2011/12, exceeding the target of 340. |
| CF-1316-SO5-02 | Number of children (rate per 1,000 aged 8-16) referred to SCRA on offence grounds | 9 | 7 | N/A | 8 |  |  |  | The target is to maintain the good performance. National performance was 8. |
| CF-1316-SO5-03 | Percentage of young people exiting the Youth Offending Service who do not re-enter the Youth Offending Service or the Criminal Justice Service within 2 years | 68.5% | 68% | N/A | 70% |  |  |  | The latest data refers to young people exiting the Youth Offending Service between April 2009 and March 2010. The target is to increase by 1% each year. |
| CF-1316-SO5-04 | Number of young people (aged 12+) referred to the Reporter on offence grounds on 5+ occasions in the previous 6 months | 14 | 35 | 30 | 25 |  |  |  | With improved data sets we are now better able to count all individuals referred to the Reporter on offence grounds (age 12+) on 5+ occasions in a rolling 6 month period. |
| CF-1316-SO5-05 | Percentage of initial visits made within 15 days of a new supervision requirement | 98% | 89% | 98% | 100% |  |  |  | Performance in this area has shown significant improvement since it was 60% in 2007/08. Exceptions are monitored on a monthly basis. |
| CF-1316-SO5-06 | Percentage of reports (IARS and SBRs) including offence focussed reports submitted to SCRA within timescale | 83% | 88% | 85% | 75% |  |  |  | Since SCRA moved to a new recoding system we have been unable to get figures. The figures reported for the past three year are CEC recorded figures. 75% is the national target. |
| CF-1316-SO5-07 | Percentage of children added to the CPR within the last year who had been de-registered within the preceding two years | 6% | 7% | 7% | |  |  |  | The aim is to minimise but targets are not set as we must respond to need. Individuals are monitored on a monthly basis. |
| CF-1316-SO5-08 | Percentage of pupils who said their school was good or fairly good at dealing with bullying | 73% | 75% | N/A | 77% |  |  |  | The data for 2012/13 includes P6/7 pupils. Previously, only S2 pupil's views were included. |



















| PI Code | Description | 2011/12 | 2012/13 | 2013/14 | Target | On Target | Short Term Trend | Long Term Trend | Notes |
|----------------|---|---------|---------|---------|--------|---|---|---|--|
| | | Value | Value | Value | | | | | |
| CF-1316-SO5-09 | Percentage of secondary pupils who said that they have adults in schools they can speak to if they are upset or worried about something | 81% | 77% | N/A | 91% |  |  |  | Data taken from the biennial secondary school pupil survey last carried out in 2012/13; will be carried out next in 2014/15. |
| CF-1316-SO5-10 | Percentage of primary pupils who said that they would talk to an adult if they were very worried | 74% | 76% | N/A | 84% |  |  |  | A total of 12,157 pupils in 63 primary schools in Edinburgh participated in the pupil wellbeing survey in 2012/13. The survey is now biennial with the next survey to be carried out in 2014/15. |
| CF-1316-SO5-11 | Percentage of secondary pupils who said they feel safe and cared for in school | 75% | 75% | N/A | 85% |  |  |  | Data taken from the biennial secondary school pupil survey last carried out in 2012/13; will be carried out next in 2014/15. |
| CF-1316-SO5-12 | Percentage of primary pupils who said they feel safe at school | 74% | 88% | N/A | 85% |  |  |  | A total of 12,157 pupils in 63 primary schools in Edinburgh participated in the pupil wellbeing survey in 2012/13. The survey is now biennial with the next survey to be carried out in 2014/15. |
| CF-1316-SO5-13 | Number of men perpetrators of domestic abuse attending the Working With Men (WWM) programme during the year | 53 | N/A | N/A | 45 |  |  |  | Figures are for between August 2011 and July 2012 |
| CF-1316-SO5-14 | Number of women partners of men associated with the WWM project receiving a service | 49 | N/A | N/A | 35 |  |  |  | Figures are for between August 2011 and July 2012 |

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










| PI Code | Description | 2011/12 | 2012/13 | 2013/14 | Target | On Target | Short Term Trend | Long Term Trend | Notes |
|----------------|--|---------|---------|---------|--------|-----------|------------------|-----------------|--|
| | | Value | Value | Value | | | | | |
| CF-1316-SO6-01 | Percentage of pupils gaining 5+ SCQF awards at Level 5 in the 20% most deprived areas (Scottish Index of Multiple Deprivation) | 14.5% | 16.4% | N/A | | | | | Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. Targets to be confirmed once data has been fully analysed. Latest data showed a further improvement in the indicator. The national average for 2012/13 was 19.5%. |
| CF-1316-SO6-02 | Percentage of pupils gaining 5+ SCQF awards at Level 6 in the 20% most deprived areas (Scottish Index of Multiple Deprivation) | 7.8% | 8.1% | N/A | | | | | Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. Targets to be confirmed once data has been fully analysed. Latest data showed a further improvement in the indicator. The national average for 2012/13 was 10.1%. |
| CF-1316-SO6-03 | Percentage of school leavers who go on to positive destinations | 88.3% | 91.4% | N/A | 91.4% | | | | Data is for leavers from 2012/13 school session from mainstream schools. The target to reach the national average for 2011/12 leavers was met for the first time this year. Future targets are to maintain and exceed that position. |
| CF-1316-SO6-04 | Percentage of school leavers who are in a follow-up positive destination | 89.8% | N/A | N/A | 89.5% | | | | Data is from the followup survey, sourced in the March following leaving mainstream school. The target was to reach the national average by 2013/14. |
| CF-1316-SO6-05 | Percentage of looked after children receiving after care service who are economically active | 30% | 37% | N/A | 40% | | | | |
| CF-1316-SO6-06 | Number of young people involved in 16+ non-formal learning | 1,080 | 1,140 | 1,250 | 1,200 | | | | Additional ESF funding to support literacies and employability work has resulted in high levels of learners on 16+ Activity Agreements |
| CF-1316-SO6-07 | Numbers of young people supported by CLD to engage in Activity Agreements | 150 | 227 | 150 | 230 | | | | |

| PI Code | Description | 2011/12 | 2012/13 | 2013/14 | Target | On Target | Short Term Trend | Long Term Trend | Notes |
|----------------|--|---------|---------|---------|--------|---|---|---|---|
| | | Value | Value | Value | | | | | |
| CF-1316-SO6-08 | Percentage of adults achieving all or part of their agreed learning goals | 85% | 90% | 90% | 90% |  |  |  | The figure relates to adult literacy and numeracy learners. This has shown continuous improvement. |
| CF-1316-SO6-09 | Number of non-English speaking people receiving English language tuition | 1,000 | 1,044 | 1,004 | 1,050 |  |  |  | The successful partnership with the colleges and a joint levelling system ensures integrated progression for learners. CLD attracted more than the target number of learners in 2012/13. Maintain target. |
| CF-1316-SO6-10 | Number of adults participating in learning opportunities/week (based on November data collection week) | 17,200 | 17,500 | 19,655 | 17,500 |  |  |  | Participation in Adult Education Programme, Literacy, Community Capacity Building. Please note increase target to be maintained |

7. Providing quality services and making best use of our resources

| PI Code | Description | 2011/12 | 2012/13 | 2013/14 | Target | On Target | Short Term Trend | Long Term Trend | Notes |
|----------------|---|---------|---------|---------|--------|---|---|---|--|
| | | Value | Value | Value | | | | | |
| CF-1316-SO7-01 | Revenue outturn as a percentage of the annual budget | 100% | 100% | 100% | 100% |  |  |  | Children and Families has achieved a balanced budget for four consecutive years. |
| CF-1316-SO7-02 | Capital outturn as a percentage of the annual budget | 100% | 100% | 93% | 100% |  |  |  | |
| CF-1316-SO7-03 | Cost per primary school pupil | £4,436 | £4,202 | £4,310 | |  |  |  | Data is defined by the Improvement Service Benchmarking programme. Targets to be confirmed once data has been fully analysed. The national figure was £4,752. |
| CF-1316-SO7-04 | Cost per secondary school pupil | £6,537 | £6,442 | £6,464 | |  |  |  | Data is defined by the Improvement Service Benchmarking programme. Targets to be confirmed once data has been fully analysed. The national figure was £6,427. |
| CF-1316-SO7-05 | Cost per pre-school registration | £2,665 | £2,574 | £2,443 | |  |  |  | Data is defined by the Improvement Service Benchmarking programme. Targets to be confirmed once data has been fully analysed. The national figure was £3,106. |
| CF-1316-SO7-06 | The gross cost of 'Children Looked After' in residential based services per child per week | £3,589 | £3,539 | £3,419 | |  |  |  | Data is defined by the Improvement Service Benchmarking programme. Targets to be confirmed once data has been fully analysed. The national figure was £2,928. |
| CF-1316-SO7-07 | The gross cost of 'Children Looked After' in a community setting per child per week | £266 | £256 | £353 | |  |  |  | Data is defined by the Improvement Service Benchmarking programme. Targets to be confirmed once data has been fully analysed. The national figure was £250. |
| CF-1316-SO7-08 | Percentage of staff receiving Professional/Performance Review and Development (grades 5-12) | 89% | 86% | N/A | 100% |  |  |  | Data shows 86% of staff in grades 5-12 had PRDs completed to the required standard in 2012/13. These staff had a date recorded, competency level and objectives set. |

| PI Code | Description | 2011/12 | 2012/13 | 2013/14 | Target | On Target | Short Term Trend | Long Term Trend | Notes |
|----------------|--|---------|---------|---------|--------|---|---|---|---|
| | | Value | Value | Value | | | | | |
| CF-1316-SO7-09 | Percentage of private sector and voluntary sector early years and childcare workers who meet SSSC requirements | 82% | N/A | N/A | 84% |  |  |  | Staff turnover in partner provider pre-school establishments runs at around 15% therefore the target is to ensure 85% meet SSSC requirements. 100% of Local Authority staff are registered. |
| CF-1316-SO7-10 | Percentage of days lost due to staff sickness absence across Children and Families | 3.72% | 3.71% | 3.57% | 3.71% |  |  |  | The target is to maintain at the current low level. |
| CF-1316-SO7-11 | Percentage of days lost due to staff sickness absence for teaching staff | 3.24% | 2.96% | 3.12% | 2.96% |  |  |  | The challenging target set of maintaining the excellent performance achieved in 2012/13 was not quite achieved. The average number of days lost by teachers to sickness absence dropped from 7.4 in 2011/12 to 5.3 in 2012/13, with Edinburgh's ranking against other Councils improving from 16th (equal) to fourth. |
| CF-1316-SO7-12 | Percentage of team plans in place across central services | 98% | 100% | 100% | 100% |  |  |  | |
| CF-1316-SO7-13 | Percentage of parents/carers satisfied with their school | N/A | 91% | 89% | 94% |  |  |  | Data taken from the survey of parents /carers from the question 'Overall, I am happy with the school'. |
| CF-1316-SO7-14 | Percentage of primary school condition assessed at Level A or B | 98% | 91% | N/A | 100% |  |  |  | Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Target is to maintain at the high level; 2012/13 data is based on assumption of all Wave 3 schools being replaced. National average for 2011/12 was 82%. |
| CF-1316-SO7-15 | Percentage of secondary school condition assessed at Level A or B | 87% | 91% | N/A | 100% |  |  |  | Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Target is to maintain at the high level; 2012/13 data is based on assumption of all Wave 3 schools being replaced. National average for 2011/12 was 83%. |

| PI Code | Description | 2011/12 | 2012/13 | 2013/14 | Target | On Target | Short Term Trend | Long Term Trend | Notes |
|----------------|--|---------|---------|---------|--------|---|---|---|---|
| | | Value | Value | Value | | | | | |
| CF-1316-SO7-16 | Percentage of special school condition assessed at Level A or B | 100% | 93% | N/A | 100% |  |  |  | Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Target is to maintain at the high level; 2012/13 data is based on assumption of all Wave 3 schools being replaced. National average for 2011/12 was 72%. |
| CF-1316-SO7-17 | Percentage of primary schools with an occupancy rate of between 75% and 100% | 59% | 61% | N/A | 70% |  |  |  | Occupancy rates are based on a new capacity methodology. |
| CF-1316-SO7-18 | Percentage of secondary schools with an occupancy rate of between 75% and 100% | 61% | 61% | N/A | 68% |  |  |  | Occupancy rates are based on a new capacity methodology. |