

# Education, Children and Families Committee

10am, Tuesday, 3 March 2015

## Total Craigroyston

Item number	7.10
Report number	
Executive/routine	
Ward	4

### Executive summary

Total Craigroyston is an Edinburgh Partnership initiative charged with improving outcomes for children and families. Its roots are in the Christie Commission on the Future Design of Public Services in Scotland, which recognised that despite major investments of time and resources over many years, the effects of poverty are still felt disproportionately in some communities in Scotland. In addition the Commission recognised that much of our public spending goes on meeting 'failure demand' and called for resources to move from high end crisis intervention towards prevention and early intervention approaches

Total Craigroyston is now into its third year working towards improving outcomes for Children and Families in and around Craigroyston Community High School. This latest year has seen the work continue to progress a number of local changes as well as contribute to a range of wider development through the BOLD project.

### Links

Coalition pledges	<a href="#">P1</a> , <a href="#">P8</a> , <a href="#">P11</a> , <a href="#">P12</a> , <a href="#">P13</a> , <a href="#">P29</a> , <a href="#">P32</a> , <a href="#">P33</a> , <a href="#">P34</a>
Council outcomes	<a href="#">CO1</a> , <a href="#">CO2</a> , <a href="#">CO3</a> , <a href="#">CO4</a> , <a href="#">CO10</a> , <a href="#">CO11</a> , <a href="#">C14</a> , <a href="#">CO23</a> , <a href="#">CO24</a>
Single Outcome Agreement	<a href="#">SO2</a> , <a href="#">SO3</a> , <a href="#">SO4</a>

## Total Craigroyston – Executive Report

### Recommendations

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- 1.1 The Committee is asked to note the scope of work and the impact on key outcomes for children and families as well as the influence on wider strategic developments

### Background

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- 2.1 Total Craigroyston works to a Road Map which was developed through an extensive consultation and engagement process involving local residents and local staff including colleagues from schools. Through the consultation, seven themes were identified, one of which was providing support to families at an earlier stage in order to avoid problems becoming crises as well as finding new ways to engage with people living in the community. Total Craigroyston is a 'whole place' approach, building on three core components - Strengthening Universal Services, Supporting Families and Strengthening the Community. Taking action across these core components has been shown to be necessary to achieve lasting change.

Total Craigroyston has been asked to 'do what it takes' to improve outcomes for children and families in the cluster. It works across the Craigroyston Community High School cluster, enlisting the support of a wide range of partners and third sector agencies as well as the community itself.

### Main report

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#### Supporting and Sustaining Change

- 3.1 The major emphasis of Total Craigroyston is identifying and delivering local improvements that improve outcomes for local families and produce learning for wider systematic change in the delivery of public services. This is encapsulated within the three areas of the working model.



Total Craigroyston's working model recognises that in order to achieve sustained change, action needs to be taken in the round. Communities and families who face complex challenges need to feel included, supported and connected to the wider world. This is not easy work and the challenge is to think less about service driven outcomes and more about people driven outcomes. Relationships of trust, which support honest respectful conversations taking place and a sharing of insight and expertise in order to identify changes required in both practice and procedures are important. Joining up services for communities and families facing multiple and complex challenges requires commitment from service managers to allow their staff time and space to work differently.

- 3.2 Within the local community the impact of the work is being seen by local people - experiencing services that are beginning to be better connected, and by local staff - seeing improved communication and partnership working which supports them in their day to day work.
- 3.3 Some areas of challenge remain. The impact of anti-social and criminal behaviour on both the community and the individuals involved is a considerable challenge. There has been a concerted and coordinated focus from a range of services working alongside the community and there are some early signs of progress.
- 3.4 The Taking Stock 2014 report – on which this report is based - describes the work of Total Craigroyston over the last year within the three elements of the working model, the lessons learned, the successes to date and identifies outstanding areas for action going forward by the full range of partners involved in this work.
- 3.5 A basic premise of the work of Total Craigroyston continues to be that as many people as possible are supported through the services that are universally available to all members of society. The challenge, as identified through Christie and other commentators, remains that this access to universal services is often underutilised, insufficient or inefficient.



### **Multi-agency Practice Development**

- 3.6 Total Craigroyston has continued to support the implementation of Getting it Right across the area by offering local training, practice development and developing better partnership working.
- 3.7 As well as building knowledge and skills, the delivery of multi-agency, inter-disciplinary training and practice development at local level plays an important role in supporting staff to build relationships of trust, which in turn contribute to better partnership working.

Over the last year the following training / practice development has been delivered locally:

<b>Training Offered</b>	<b>Staff Trained</b>	<b>Number of Agencies</b>
Steps to Excellence	11	4
Positive Futures (supporting vulnerable under fives)	20	10
Working With Parents (two courses)	60	31
Developing a Coaching Approach	11	6
Housing for non-housing staff	54	19
Getting it Right - Core Components	9	6
Getting it Right - Role of the Lead Professional	23	14
Getting it Right - SMART planning and assessment	13	10
Children Affected by Parental Substance Misuse	48	23
Mentors in Violence Prevention	21	11

## **Early Years**

### **Providing Quicker Access to Family Centres**

- 3.8 As part of the Scottish Government's Early Years Collaborative, Total Craigroyston is running an Early Years test of change designed to reduce the number of stages required for families to gain access to early years' services. The test has resulted in a streamlined process which means that families gain access to services within one week rather than six weeks.
- 3.9 The process implemented in this test will influence the admissions procedure for Early Years establishments across Edinburgh and in due course the lessons learned will be fed back to the Scottish Government.

### **27-30 Month Developmental Review**

- 3.10 The re-introduction of the 27 – 30 month developmental review is now well underway. The review is delivered by health visitors in the area and across Lothian the uptake is high. NHS Lothian has been gathering data on the outcomes of the review and so far it has identified that the greatest area of need is for speech, language and communication support followed by support for behaviour issues and the development of social skills. Local data will demonstrate if the pattern is repeated within the Total Craigroyston area and the intention is to use the information from the developmental review to improve transition into nursery, especially for those children coming directly from home.

### **Access to Health Services**

- 3.11 Due to changes in the use of Health Services buildings in the area, Community Child Health colleagues felt that their premises were no longer suitable for their purposes. Space within Royston Wardieburn Community Centre was made available and this has been used for multi-disciplinary assessment clinics since October 2013. Attendance at the clinics has been about 80%, much higher than normal. Due to similar changes, the Child and Adolescent Mental Health Team has also begun using this space for their Choice appointments and there is also potential for the space to be used by some of the associated therapists.
- 3.12 This is a good example of a win-win situation. Health colleagues gain access to more family friendly space and the community centre is better used at a quiet time and is also able to link families into the range of programmes and activities they have on offer.

### **Supporting Mental Well Being**

- 3.13 In August, a conversation with local services and projects which provide mental health and wellbeing services in the area took place, to explore more effective ways of working together. Two actions from this were a networking event to raise awareness of the range of services available locally is being planned and a 'conversation cafe' has been held around the issue of substance misuse. Additionally, visiting a project in London to learn more about the asset based approach that is being developed there through the 'recovery college' approach will be explored.

### **Integrating Health and Children and Families Services**

- 3.14 Local people were influential in the development of the ideas being taken forward to integrate Children and Families and Health services at local level. Senior managers from both organisations came out to the area to talk with local people and staff about their experiences and to hear their ideas about where things could be working more effectively. Their ideas were incorporated into the paper, *Towards a Model of Integrated Children's Services for Edinburgh*. This significantly influenced

the development of this approach which will bring Children and Families and Child Health Services into a joint governance arrangement from April 2015.

### **Supporting our Youngest Children**

- 3.15 Local data demonstrates that a number of young children in the Total Craigroyston area begin school at a considerable disadvantage compared to their peers. This disadvantage persists throughout their school life and often has a significant impact on their later life chances.
- 3.16 Improving young children's readiness for school is one of the most important objectives of Total Craigroyston and a range of work goes on in the area to ensure that children arrive at school with the expected level of language and social skills.
- 3.17 The PlayTalkRead bus made 6 visits to the area over the past year and another date is planned; visits were co-ordinated and promoted by the Parent and Carer Support Development Officer around the days and venues when parent and children groups were running to encourage attendance. The visit to Pennywell road in June was a huge success with 100 parents and 111 children attending. Health Visitors, a Speech and Language Therapist and Sleep Counsellors were on hand throughout the day to answer parents' questions and information on all the local programmes and activities for families was made available. The event was supported by Tenants and Residents in Muirhouse (TRIM) and fruit and healthy snacks were provided in th Community Shop for all of the children who attended.
- 3.18 Lickety Spit – an early years' immersive drama group – works in the area offering child centred drama productions and workshops. As the resident drama group at North Edinburgh Arts Centre, Lickety Spit offers children and their families a unique opportunity to experience drama and music in their own community. Lickety Spit has a high level of success in involving families in this work, nurturing children's creativity and increasing parent and carers understanding of the importance of building on children's creative abilities.
- 3.19 To give a greater focus to this work, a seminar, addressed by Emeritus Professor Colwyn Trevarthan, was held in June 2014, with Early Years partners to consider the issue of school readiness and to identify further actions that can be taken to help children's school readiness. The actions identified include focussing on play and nurture in the very early years, support to parents and carers around developing early literacy and family learning, using the 27/30 month review to enable us to provide appropriate early support. This has been developed into an action plan and is being taken forward within the local Early Years Forum.

#### **Some of the Opportunities in the Area**

Bookbug sessions  
PEEP groups  
Toddler groups  
Family Events  
Play, Talk, Read bus

## **Getting the Most from School**

### **Attainment and Achievement**

- 3.20 Primary schools in the area have continued to focus on ensuring that children do well with reading, writing and maths and several programmes are in place to support children in these areas of learning. The outcome continues to be a steady improvement in all schools across all areas.
- 3.21 At Craigoyston Community High School the trend of improvement shown over the last three years continues.

### **Reducing Exclusions and Improving Attendance**

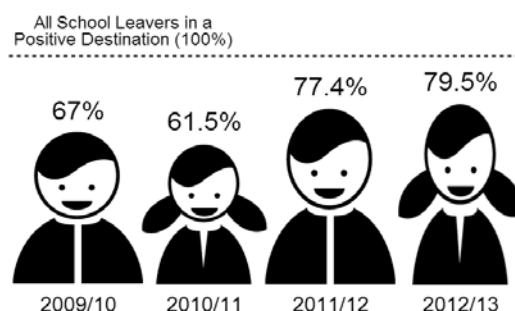
- 3.22 School exclusions continue to be carefully monitored and there has been a marked reduction at the primary school level in the number of exclusions that have taken place.
- 3.23 At the secondary level there has been a large reduction in the number of exclusions from 2012. As part of the commitment to improving outcomes for young people over the long term, Craigoyston Community High School has adopted a no exclusions approach in session 2014/15. This is a bold decision and one that is challenging not only for the school but also for central support services and local partners. Seeing this achieved successfully will require a concerted effort from all partners.
- 3.24 All schools have taken steps to improve their regime around attendance and in three of our schools attendance is improving. There is commitment to continuing to improve attendance over the coming year, especially in the High School where tutor groups have been re-introduced from the start of the 2014 session. This has created more consistency for youngsters at the beginning of the day and has led to non attendance being picked up more quickly. Each tutor group to take part in a residential experience at the beginning of term to strengthen the early bond with school.. These residential experiences are being delivered by My Adventure, a community based social enterprise which employs local young people.
- 3.25 Craigoyston High School recently received a very positive Education Scotland inspection report which commended the school's inclusive vision and very good curriculum which is designed to ensure that all young people can stay on at school until S6 and leave school into a positive destination. See the school inspection here -  
<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/CraigroystonCommunityHighSchoolEdinburghCity.asp>. Alongside that, the Learning Community was also inspected, in both Total Craigoyston was found to be making a very positive impact on partnership working in the school and the wider community. See the Learning Community inspection here -

## Tackling Bullying

- 3.26 One of the issues identified by local people during the initial engagement process was bullying in schools. Although all schools have rigorous policies to deal with bullying, parents and members of the wider community were unsure about how it was handled by individual schools. Parents recognised that there is often tension between what happens in school and what takes place outside school and were keen to address this. Work was done in each primary school, involving the parent councils, to create parent friendly communication about bullying. The parents have formed a joint group - North Edinburgh Parents Working Together for a Safe Community. In addition, workshops were run in primary school classes by members of the North Edinburgh Young People's Forum to establish improvements that the children themselves would like to see.
- 3.27 Following this a second edition of the youth newspaper, The Matter was produced, bringing together their ideas. All four primary schools have agreed to adopt the Rights Respecting School programme and the parent councils have agreed to look at how this programme could be adapted for use in the wider community. Training for community providers was delivered in September 2014 to support the development of a consistent approach between schools and community providers.
- 3.28 The 'Do you know where they are tonight?' parents and carers leaflet was produced by the Parent and Carer Support Development Officer in consultation with the parents mentioned above. The leaflet gives advice to anyone who may be worried their child may become involved in anti-social or offending behaviour and outlines suggestions to prevent and address this type of behaviour, it also lists contact details for relevant organisations.
- 3.29 Craigroyston Community High School continues to do extremely well in its approach to tackling issues of bullying. To complement this work, the Community High School has implemented the Scottish Violence Reduction Unit's Mentors in Violence Prevention programme (MVP). Taking a bystander approach this project trains senior students to be mentors to younger students, supporting them to understand the ways in which they can challenge a range of bullying behaviour. Training for peer mentors started in mid September and was delivered by staff from a number of services including the Total Craigroyston team. From January 2015 all S1 students will be involved in this project through their Personal and Social Development curriculum. Local youth organisations are also developing the use of this approach within their community settings.

## Post School Destinations

- 3.30 The high school and its partners continue to make good progress in relation to





supporting young people into positive destinations. Community partners continue to work effectively together to ensure that all school leavers who need additional help and support receive it quickly.

### **Understanding our Area**

- 3.31 In late Autumn 2013, the Total Craigroyston Management Group identified a need to have a better understanding of the issues facing the area and some of the key demographic information. In response to this the 'A Place that You Know' infographic was produced which presents in a graphical format data from a range of sources such as the Census, Scottish Public Health Observatory and Council teams. This work has allowed local practitioners to focus discussions on why particular trends are appearing. One of the specific areas was around school readiness. A second infographic was produced 'Early Years in Muirhouse and West Pilton' which was used to inform the seminar on school readiness.
- 3.32 Several areas of work have identified the need for a more in depth look at the data that is currently collected by services and how it can be used to improve practice and work with partners, for example:
- How trends/changes that are happening in the area are understood ;
  - How improvements at a local level are shown;
  - How positive or negative divergences from city trends are identified;
  - How others are informed about the impact or difficulties facing teams.

### **Support in Time Meetings**

- 3.33 Last year the use of Support in Time meetings at individual school level were introduced, to improve partnership working and as a means of providing support to children and their families quickly. Although the model worked well, partners agreed to test a cluster model to enable a wider group of partners to attend more regularly. Partners come together on a monthly basis to share information and ideas about how best to support children or families identified by primary school head teachers.
- 3.34 The group is chaired by an experienced manager who has considerable skill in this area and has discussed a number of individuals and families over the course of the year resulting in earlier support being provided
- 3.35 Attendance at the group has been consistently high, with most members finding it useful and productive. Voluntary sector partners are actively involved in this group and it is evident that a stronger sense of shared responsibility for achieving outcomes is being developed. More detail about the operation of the Support in Time meetings is available in a separate report.
- 3.36 Agreement has been reached in principle to extend the group's remit to cover the under fives and the first meeting with that focus was held in January 2015.

## **Our Families**

- 3.37 A different approach to supporting families with more complex needs has been tested. Building on evidence from a range of sources this model involves 'de-cluttering the landscape', providing a dedicated worker, using a family rather than individual focus and providing an opportunity for staff to reflect together regularly.
- 3.38 Details of how the approach has been developed, the journey taken and the learning so far is the subject of a more detailed report, but at this stage the lessons learned from this work have been shared with the Inclusive Edinburgh and Families with Complex Needs working groups as well as the BOLD team

## **Family Solutions**

- 3.39 Over the last few months the local managers of Family Solutions and the Neighbourhood Support Service have been meeting to find opportunities to strengthen support to families by pooling the experience of their teams and a number of families have benefitted from these closer links.
- 3.40 The ongoing focus for this work will be around embedding the principles from the Our Families work particularly reducing the number of staff involved where possible and considering the needs of families as a whole.

## **Rent Arrears**

- 3.41 At the point of the last Taking Stock report work on implementing a protocol for the North rents team that allows them to refer information to the Named Person via Social Care Direct was in the early stages This specifically addressed the issue of housing staff not always having enough information about the children in a family to identify the Named Person with whom to raise a wellbeing concern. The protocol is now in place as well as access to SWIFT. The local Team Leader reports that having access to SWIFT has facilitated earlier intervention in cases but also that there is a strengthened relationships between local rents and social work teams. In Spring 2014 it was agreed to roll-out SWIFT access to rents teams across the city, most Team Leaders have now been trained are using SWIFT to strengthen their practice.

## **Temporary Accommodation**

- 3.42 The issues addressed through the rents protocol reflects other work that has been taking place for families that enter temporary accommodation that is being led by staff at the central homelessness services team. Using the Early Years' Collaborative test of change model all families entering temporary accommodation with children under 5 years of age are being referred through Social Care Direct to the Health Visitor team. This work originated from research carried out in 2013 by a GP on the support available to families who enter temporary accommodation. A short test was carried out that highlighted significant issues within families, particularly around their health. These were at risk of not being addressed through their displacement into temporary accommodation. Through this work, as with the

rents protocol, it is expected that poor outcomes will be prevented by ensuring that families have continuity in the provision of their support.

- 3.43 Within the Total Craigroyston area the disruption caused by families going into temporary accommodation is an area of focus. Over the coming year work will be undertaken with local partners to come up with ways to minimise the level of disruption wherever possible.

### **Increasing Understanding of Housing Services**

- 3.44 The team has continued to lead training for non-housing staff in the area with 73 practitioners having attended from a range of public and voluntary services. The model follows the multi-agency approach that has been used across the range of training delivered through Total Craigroyston. Sessions will continue to be delivered at regular intervals with more members of the local housing team being involved in delivering the sessions. Those that have attended have found these sessions beneficial in that they have learned more about housing issues and built links with a range of opportunities to support their work with families and others. There is interest from across the city in this model and the sessions have raised awareness that the levelling of knowledge about housing issues is low among non-housing teams. A presentation to Housing and Regeneration Managers took place in August with the view of extending this model of housing training across the city.
- 3.45 A housing information sheet was produced for staff, to highlight the services available to accompany the training and be available more widely. The sheet brings together the issues of finding and retaining a home as well as where to get help about benefits and accessing support.

### **Parent and Carer Support**

- 3.46 The range of support available to parents has been extended by the Support for Parent and Carer Development Officer. This has included a regularly updated booklet of activities, a directory of resources, a DVD on the role of the named person, training for staff working with parents, group work and individual events and sign-posting. This has led to an increased uptake of the various parenting programmes across the area. Delivering programmes which contribute to the prevention of the escalation of problems needs to be viewed as an important part of the day to day duties of staff in the area and ways need to be found to support managers to release staff to enable them to run these programmes.
- 3.47 It is becoming increasingly accepted that the creation of safe, stable and predictable environments where people feel a sense of connection and support are crucial to people's ability to flourish. This has been recognised in Total Craigroyston's approach and work with local partners to create a strong and supportive community.



Build a  
Strong  
Community

## **Supporting Local Activities/Building on Community Assets**

- 3.48 Through Muirhouse Link Up project, community learning and development and other local voluntary organisations, local people are being supported to run a wide range of community activities. The community shop continues to offer a 'hub' for local information sharing, gathering views and developing a sense of civic pride. Run by local volunteers it has become a hub for a range of different types of events including healthy eating demonstrations, cookery and furniture exchange.
- 3.49 A small group of recovering substance users continue to use the community shop as a support in their recovery journey and there are plans to develop this further. The possibility of establishing a 'recovery college' similar to the model running south of the border is being considered
- 3.50 The North Edinburgh Timebank continues to develop with 75 members sharing their skills and resources with each other and local organisations. The Timebank Temptations were part of the Big Big Sing day at the Usher Hall back in February 2014 and the Scottish Mental Health Art and Film Festival in October. A Speak Easy group has been set up as part of the Living in Harmony project at Pilton Community Health Project working with BME women who want to practice their English language skills. On top of these initiatives, Time Bank members continue to help each other by fixing things that are broken, helping with household tasks and collecting shopping amongst other activities.
- 3.51 Local people identified an interest in developing community gardening and there are now a growing number of green spaces being developed by residents. The latest one is a new community garden at North Edinburgh Arts Centre, which was opened in June last year. The garden offers small allotments for local groups as well as a beautiful play space for young children. Through the place making approach adopted by the regeneration project it is intended that more high quality civic space will be developed around important community anchor organisations like the Arts Centre and the Library.

## **Community Leadership**

- 3.52 In January 2014 a local child was reported missing. This led to an extensive search in the community and surrounding area in which many hundreds of local people were involved, some staying out all night to search for the missing child. This very live demonstration of the strength of the community spirit in an area that is often seen as problematic was inspiring.

### **Key Lesson**

Strong local leadership in the community is a major asset within the community. Finding ways to support these community leaders is essential.

- 3.53 Community Leaders played an important role in helping the wider community through this. Using social media, a range of events was organised to give a focus to the emotional response to what had happened which 'guided and supported' people through their reaction to the very distressing events. Events were also organised to raise funds for a permanent memorial to the little boy. Funding has been secured from the STV appeal to build on the community leadership displayed throughout this difficult time. We intend to develop a 'Community Leadership College' to support local people develop leadership capability.

### **Supporting Play**

- 3.54 As part of their Building Community Assets work in the area, Save the Children worked with parents who had been involved in the Families and Schools Together programmes in the area to develop a play project. With support from Community Learning and Development, bags of play equipment were developed and placed in community buildings for use by groups and individual families. Play-at-home and Play-in-the-Park bags are available in two of the local community centre for use in the local parks. Training has been offered to local people and volunteers who may wish to use them.
- 3.55 In addition, Play Out Days have been run again over the course of the year, involving volunteers from the Time Bank as well as North Edinburgh Young People's Forum. A Play Rangers project has been organised through the Regeneration Project in one of the gap sites zoned for housing. The hope is that that these initiatives will support local 'play champions' to take forward the promotion of play and children's activities in the area.

### **Out of School Programmes**

- 3.56 Research carried out last year indicated a lack of out of school provision for under 12s in the Muirhouse area. This was of particular concern given the forthcoming regeneration programme. Working with Muirhouse Millenium Centre and other local partners, Community Learning and Development has introduced new activities on four evenings per week.
- 3.57 Further calendars have been produced of out of school opportunities for children and young people during term time and holidays. Collating the information to produce these timetables is fairly labour intensive but has been made simpler where organisations are using Join in Edinburgh. Introducing a coordinated approach to agreeing programmes and sharing similar release dates for opportunities will make this work easier and provide better information for families and workers.

### **Reducing Youth Crime and Providing Positive Alternatives**

- 3.58 Reducing youth crime and anti-social behaviour continues to be a significant challenge. Previous research into the patterns of youth crime in North Edinburgh revealed differences compared to other areas of Edinburgh.

- 3.59 There has been a concerted and coordinated focus from a range of services working alongside the local community to address these issues. The Stronger North programme has been established and there are early signs of progress being made.
- 3.60 The Guardians Group has continued to meet to bring the youth organisations and other partners together to develop preventative approaches to youth crime in the area and several actions have been agreed locally.
- 3.61 Craigroyston Community High School is piloting a no exclusions approach in recognition of the importance of providing a stable and inclusive school placement for our youngsters. A youth worker has been allocated to engage with the group and to provide a range of alternative support to the youngsters and their families.
- 3.62 A group of primary aged children at risk of becoming involved in anti-social behaviour was identified through the Support in Time meetings. A plan, involving all local partners, was drawn up to prevent these children being attracted further into anti social behaviour. In addition, a combined community learning and development and community safety post was established to provide a dedicated resource to work with younger children and to support the implementation of the joint plan.

## **Regeneration**

### **New Homes, Places and Community Benefits**

- 3.63 In spring 2014, Urban Union was appointed as developer for over 700 new homes in Muirhouse and Pennywell and construction commenced early summer. Urban Union has committed to an extensive range of community benefits including at least 180 work experience placements and 60 jobs through the course of the development programme. These opportunities are being delivered through a partnership of Urban Union, Capital City Partnership and Joined Up for Jobs. The Total Craigroyston team contributed to ensuring that people local to the development benefitted as much as possible through building links with the Community Connections group.
- 3.64 Work on the North West Edinburgh Partnership Centre is continuing and designs have been submitted for planning approval. Colleagues from NHS Lothian and North Edinburgh Arts have been working on an arts strategy for the building that will contribute to the interior design and to creating a positive experience for people who use and work in the building. Information on the design of the building has been circulated to a number of venues including the Community Shop, the North Neighbourhood Office and North Edinburgh Arts Centre.
- 3.65 The central area around Muirhouse Shopping Centre has been the focus of a bid for funding to the Scottish Government Capital Regeneration Fund. At present the bid is in the second stage and if successful will see £1.9million in investment being brought to the area. The proposal is to develop the area immediately in front of Muirhouse Library into a civic square and improve the access and appearance into

the library and neighbouring Arts Centre. Through this work the appearance of Muirhouse Shopping Centre, particularly the Mall, will be addressed as this has been a priority of the community for a number of years.

### **Community Engagement in Regeneration**

- 3.66 The Improving Muirhouse and Pennywell (IMP) development group continues to function as the key opportunity for the community to participate in the regeneration of the local area. In Spring 2014 a regeneration programme manager for North was appointed who has focused on continuing to strengthen the IMP's ability to listen to, and inform, the community on regeneration matters.

### **Reflections**

- 3.67 Over the last year we have continued to make progress over a number of measures and progress has been made in these areas:
- Attainment
  - Literacy and numeracy levels
  - Positive destinations
  - Reducing school exclusions
- 3.68 There is continued progress on improving partnership working at local level. Staff have welcomed the opportunity to come together through local training and have indicated that their relationships are strengthened as a result. Local health services are increasingly using community based venues and are therefore more accessible to local families.
- 3.69 Families requiring additional support from early years' services are receiving a quicker response through the developing changes in the referral procedures being tested by health visitors and early years staff.
- 3.70 Support in Time meetings are building better partnership working and are effective in ensuring that families receive help and support at the right time. There have been some successes in supporting families in a different way by applying the principles agreed for the 'Our Families'.
- 3.71 Craigroyston Community High School identified several important changes to be implemented in the 2014/15 session, including a completely revamped senior phase curriculum focusing on skills for employment, a no-exclusion approach and a re-introduction of a first line guidance system throughout the school. They received a very positive inspection in January 2015. In addition, CCHS is implementing the Mentors in Violence Prevention Programme and the primary schools are taking forward the Rights, Respecting Schools approach: both of these will contribute to tackling anti-social behaviour and youth crime over the longer term.
- 3.72 The Neighbourhood Partnership has developed a new community plan which is complementary to the work of Total Craigroyston and it is likely that two of the

areas for action will be taken forward by partnership groups established through Total Craigroyston. This is welcomed as it will support the long term sustainability of the work.

## Measures of success

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- 4.1 Progress is being made across most of the key indicators.
- 4.2 The BOLD team is taking forward the development of a neighbourhood model of service delivery, and colleagues in South West Edinburgh are developing better joined approaches in their neighbourhood. There has been some discussion about bringing all of these workstreams together into a single management structure and this would make good sense in order to share learning and improve capacity for change.

## Financial impact

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- 5.1 Total Craigroyston has a small dedicated budget which is used to test locally agreed preventive and early intervention approaches. Dedicated staffing is provided for a manager and senior project officer as well as business support. Teams locally allocate staff time to taking forward agreed work streams

## Risk, policy, compliance and governance impact

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- 6.1 Total Craigroyston is overseen by a Steering Group with membership from all key partners in the authority at a senior level. In addition to reporting to Committee, progress is reported to Children and Families SMT, the Edinburgh Children's Partnership and Edinburgh Partnership.

## Equalities impact

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- 7.1 The initiative is specifically targeted at addressing inequality and deprivation. Some key examples are featured in the Report section.

## Sustainability impact

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- 8.1 It is anticipated that improving support at an earlier stage and supporting local residents to help themselves will reduce demand on services over time.

## Consultation and engagement

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- 9.1 All areas of work require significant levels of consultation and engagement.



## **Background reading/external references**

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<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/CraigroystonCommunityHighSchoolEdinburghCity.asp>

<http://www.educationscotland.gov.uk/inspectionandreview/reports/othersectors/communitylearninganddevelopment/CraigroystonCommunityHighSchoolc.asp>

### **Gillian Tee**

Director of Children and Families

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<b>Coalition pledges</b>	<p>P1 – Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P8 – Make sure the city’s people are well-housed, including encouraging developers to build residential communities, starting with brownfield sites</p> <p>P11 – Encourage the development of co-operative housing arrangements</p> <p>P12 – Work with health, police and third sector agencies to expand existing and effective drug and alcohol treatment programmes</p> <p>P13 – Enforce tenancy agreements (council and private landlord) with a view to ensuring tenants and landlords fulfil their good conduct responsibilities</p> <p>P29 – Ensure the Council continues to take on apprentices and steps up efforts to prepare young people for work</p> <p>P32 – Develop and strengthen local community links with the police</p> <p>P33 – Strengthen Neighbourhood Partnerships and further involve local people in decisions on how Council resources are used</p> <p>P34 – Work with police on an anti-social behaviour unit to target persistent offenders</p>
<b>Council outcomes</b>	<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 at risk, or with a disability, have improved life chances</p> <p>CO4 – Our children and young people are physically and emotionally healthy</p> <p>CO10 – Improved health and reduced inequalities</p> <p>CO11 – Preventative and personalised support in place</p> <p>C14 – Communities have the capacity to help support people</p> <p>CO23 – Well engaged and well informed – Communities and individuals are empowered and supported to improve local outcomes and foster a sense of community</p> <p>CO24 – The Council communicates effectively internally and externally and has an excellent reputation for customer care</p>

<b>Single Outcome Agreement</b>	SO2 – Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential SO4 – Edinburgh's communities are safer and have improved physical and social fabric
<b>Appendices</b>	Appendix 1 – Key Outcomes 2014, updated February 2015

## Appendix 1: Key Outcomes 2014, updated February 2014

At the commencement of Total Craigroyston a number of key outcomes were outlined that would mark the contribution the initiative was making.

### ➤ Children achieve their educational potential

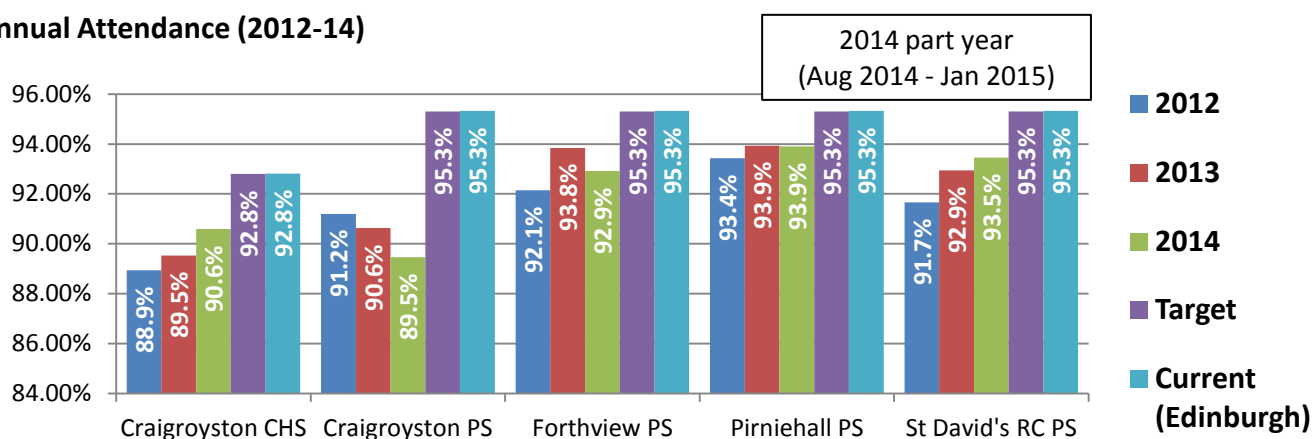
#### Attainment

S4 results for this year are assessed using the new measures which reflect the new national examinations and cannot be compared to previous years. The table below outlines performance data using comparative measures for S5 and S6:

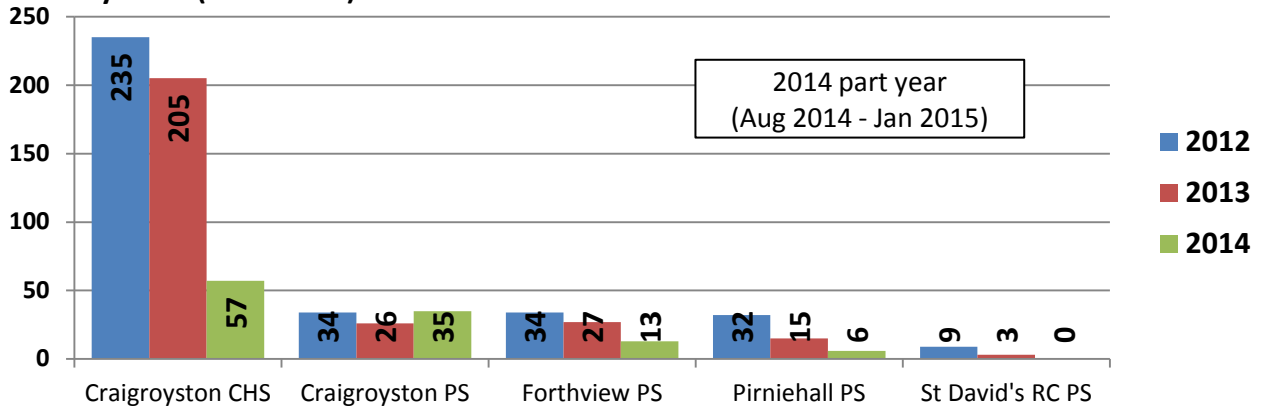
	2012	2013	2014
<b>Attainment by the end of S5</b>			
%age of S4 roll attaining 5 or more awards at SCQF Level 3 or better	79	89	100
%age of S4 roll attaining 5 or more awards at SCQF Level 5 or better	20	24	17
%age of S4 roll attaining 1 or more awards at SCQF Level 6 or better	18	18	21
%age of S4 roll attaining 3 or more awards at SCQF Level 6 or better	2	8	11
<b>Attainment by the end of S6</b>			
%age of S4 roll attaining awards in English and Mathematics at SCQF level 3 or better	85	91	96
%age of S4 roll attaining 5 or more awards at SCQF Level 3 or better	72	79	89
%age of S4 roll attaining 5 or more awards at SCQF Level 5 or better	10	23	25
%age of S4 roll attaining 1 or more awards at SCQF Level 6 or better	11	26	26
%age of S4 roll attaining 3 or more awards at SCQF Level 6 or better	1	7	14
%age of S4 roll attaining 5 or more awards at SCQF Level 6 or better	1	2	7
%age of S4 roll attaining 1 or more awards at SCQF Level 7 or better	0	0	4

### ➤ Fewer children need to be excluded / fewer children truant

#### Annual Attendance (2012-14)



### Half Days Lost (2012-2014)



### ➤ More school leavers go into education, training and employment

#### Positive Destinations

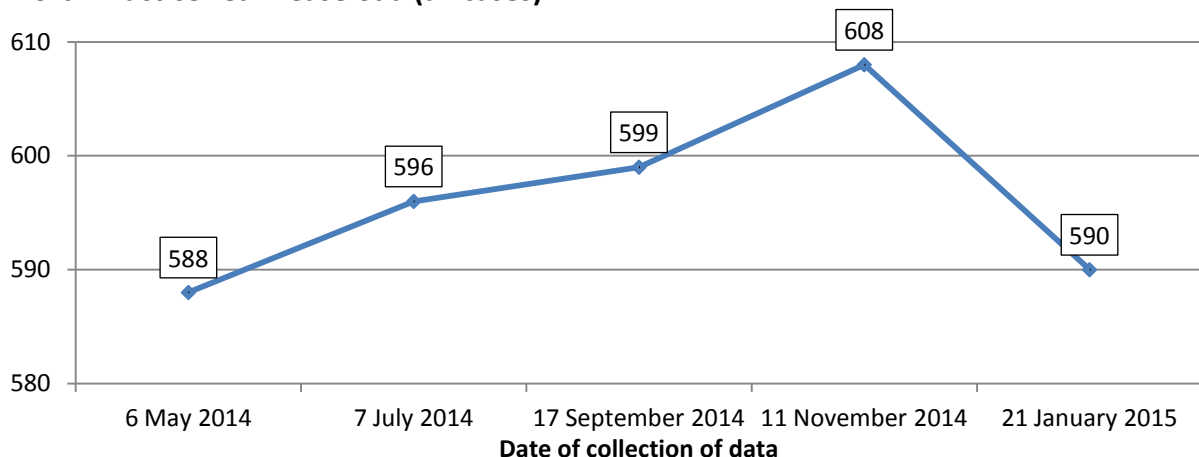
	2010/11	2011/12	2012/13	2013/14
Craigroyston CHS %	61.5	77.4	79.5	79.7
Edinburgh %	87.4	89.8	91.0	91.2

### ➤ Improve family support so that fewer children need to be taken into care

Cluster Support-in-Time meetings have continued to prove useful in identifying early opportunities to support families. The high level of partnership work has facilitated this positive progress.

#### Looked After / Children in Need

##### North Practice Team Caseload (all cases)

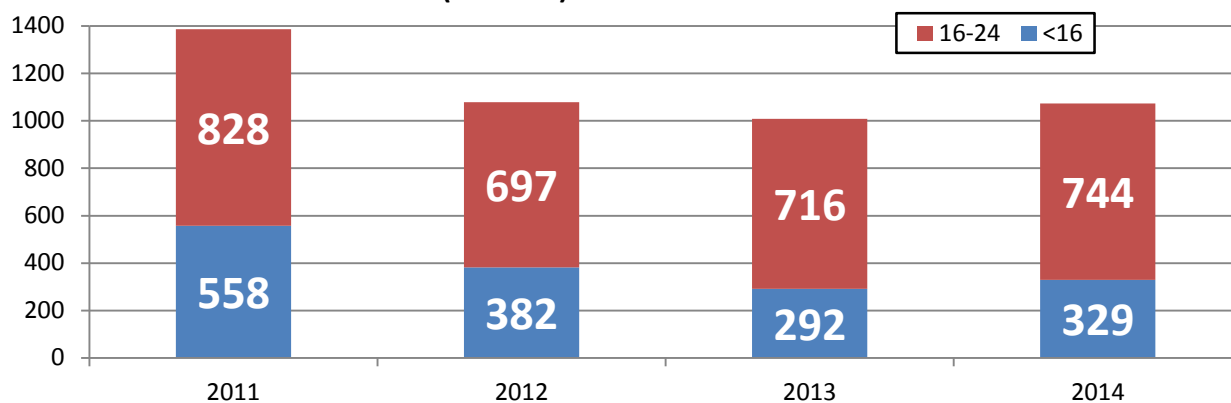


## ➤ Improve outcomes for children in care

All Looked after Children, and Looked after and Accommodated Children have an allocated social worker who works to an agreed plan which is regularly reviewed. Where necessary any additional services that are required are brought in to assist in the support of these children and young people. Links between social work and education staff are strong and schools regularly monitor the educational attainment of looked after children.

## ➤ Fewer children involved in offending / repeat offending

Number of Youth Crimes in Forth (2011-14)



Crimes Committed by Under-16s (2014)

