

# Education, Children and Families Committee

10am, Tuesday, 19 May 2015

## Standards and Quality Report 2015 and the Children and Families Service Plan 2015-18

Item number	7.1
Report number	
Executive/routine	
Wards	

### Executive summary

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The purpose of this report is to advise the Education, Children and Families Committee of the Standards and Quality Report 2015 and the Children and Families Service Plan 2015-18.

The Standards and Quality Report 2015 is our annual performance report. It highlights the good progress and improvement achieved across all Children and Families Services over the period April 2014 to March 2015, together with the areas requiring continued improvement, and refers to the outgoing Children and Families Service Plan 2014-17.

The Children and Families Service Plan 2015-18 articulates the Council's vision for children and young people in Edinburgh and describes the seven key strategic outcomes which will help to achieve this vision. It describes why they are important, what actions will be taken to achieve them and how progress will be measured. It also details the seven areas identified as improvement priorities based on regular monitoring of progress.

### Links

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Coalition pledges	<a href="#">P1 – P6</a>
Council outcomes	<a href="#">CO1 – CO6</a>
Single Outcome Agreement	<a href="#">SO3</a>

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

### Recommendations

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- 1.1 It is recommended the Education, Children and Families Committee notes:
  - 1.1.1 The Standards and Quality Report 2015;
  - 1.1.2 The Children and Families Service Plan 2015-18.

### Background

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- 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 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. It also adheres to the Council's performance monitoring framework.

### Main report

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- 3.1 The purpose of this report is to advise the Education, Children and Families Committee of the Standards and Quality Report 2015 and the Children and Families Service Plan 2015-18.
- 3.2 The Children and Families Standards and Quality Report 2015 highlights the good progress and improvement achieved across all Children and Families Services over the period April 2014 to March 2015. It also highlights what we will do next to address areas that have been identified for further development.
- 3.3 The Children and Families Service Plan 2015-18 articulates:
  - 3.2.1 The Council's vision for children and young people in Edinburgh;

3.2.2 The seven key strategic outcomes which will help to achieve this vision – why they are important, what actions will be taken to achieve them and how progress will be measured

3.2.3 The seven key strategic outcomes are:

- Our children have the best start in life and are ready to succeed
- Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
- Our children and young people in need, or with a disability, have improved life chances
- Our children and young people are physically and emotionally healthy
- Our children and young people are safe from harm or fear of harm, and do not harm others
- Our children's and young people's outcomes are not undermined by poverty and inequality
- Providing high quality services and making best use of our resources

3.2.4 The seven areas identified as improvement priorities (based on regular monitoring of progress) are:

- To improve support in early years so that all children reach appropriate developmental and social milestones
- To reduce the gap in achievement experienced by vulnerable children and young people, particularly those living in deprived areas
- To improve and extend help and support for children and families at an early stage so that fewer children need to be looked after
- To improve outcomes for children in need, particularly those who need to be looked after and those with a disability
- To improve mental health and wellbeing outcomes for children and young people
- To strengthen our approach to tackling child sexual exploitation
- To increase the number of young people who enter and sustain positive destinations, particularly those from disadvantaged or marginalised groups

3.4 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.

## Measures of success

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- 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.

## Financial impact

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

## Risk, policy, compliance and governance impact

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

## Equalities impact

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- 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

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

## Consultation and engagement

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

## Background reading/external references

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[Children and Families Service Plan 2014-17](#)

### **Gillian Tee**

Director of Children and Families

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## Links

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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>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>
<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 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 fear of harm, and do not harm others within their communities</p> <p>CO6 – Our children’s and young people’s outcomes are not undermined by poverty and inequality</p>
<b>Single Outcome Agreement</b>	<p>SO3 – Edinburgh’s children and young people enjoy their childhood and fulfil their potential</p>
<b>Appendices</b>	<p>Standards and Quality Report 2015 (with Technical Appendix)</p> <p>Children and Families Service Plan 2015-18</p>



# Standards and Quality Report

## Children and Families 2015

getting  
it right  
for every child

• EDINBURGH •  
YOUR COUNCIL - YOUR CITY

# Foreword

In Children and Families, we are constantly striving to improve the services we offer 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.

The challenge this year has been to continue to improve services at a time when overall budgets are declining whilst there is an increasing demand for more places in our Primary school estate. Staff and Managers are determined to further improve the services we deliver and to ensure that we target our efforts and resources where they are most needed and this will continue to be our priority for the coming year. In doing this and despite the current difficult economic circumstances we have a great number of success stories and achievements.

We have also continued to consolidate our work on Getting it right for Every Child, where all partners are working to improve outcomes for children and young people. This work has 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 by increasing provision in kinship care.

We have successfully managed to fulfil the Scottish Government's commitment to achieving the 600 hours for those eligible children from August 2014, with many extensions to current nurseries being delivered in the coming year. We are also developing effective co-operative working in two new nurseries of Wardie and Fox Covert. Play has also been a focus of our work including one of the most successful Play Days ever!

In our schools we are delighted to see strong performances continue particularly at Higher level, whilst there is still a strong focus on working to improve attainment for those lower attaining children particularly in both literacy and numeracy. School attendance overall has improved, whilst exclusion rates have reduced. However, we are all aware that closing the attainment gap, particularly in our most deprived areas must stay as a central focus in the coming years. Curriculum for Excellence continues to become embedded in our schools to give learners more depth in their learning and to improve their skills application in line with the Wood Commission.

We continue to engage well with parents through the Consultative Committee with Parent and the neighbourhood groups to gain their views and deal with issues that affect them. In addition the consultation with parents on rising rolls and the two thousand parents that have been involved in Raising Children with Confidence has also to be commended.

The recent awards for Cooperative Schools, where our children and young people are actively using the principle and values of co-operation, are at the heart of our desire to be a 'Cooperative Capital'. For 2015/16 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**

# Contents

Page	Content
4	Introduction
5	The National and Local Planning Framework
6	Our Strategic Outcomes, Priorities and Pledges
7	Our children have the best start in life, are able to make and sustain relationships and are ready to succeed
9	Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities
11	Our children and young people in need, or with a disability, have improved life chances
13	Our children and young people are physically and emotionally healthy
15	Our children and young people are safe from harm or fear of harm, and do not harm others
17	Our children's and young people's outcomes are not undermined by poverty and inequality
19	Providing high quality services and making best use of our resources
21	Technical Appendix





# Introduction

I am very pleased to present our Children and Families Standards and Quality Report for 2015. The report covers the period from April 2014 to March 2015 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 have been the subject of several external evaluations with Child Protection services, residential care, education services and learning communities judged to be good or very good.

In addition, Education Scotland, feeding back about education services, highlighted:

- the Council's effective political and managerial leadership with a clear vision for education
- the commitment to parent and pupil engagement
- the effective implementation of Curriculum for Excellence
- the strong promotion of children's wider achievements

The commitment to children's wider achievement includes:

- sector leading Active Schools programme judged by Sports Scotland to be one of the best in the country
- sector leading instrumental music service which is free for all school children
- two highly regarded outdoor centres which are now self-financing
- sector leading Duke of Edinburgh scheme

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

- 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 Child Protection Improvement 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 that all children and young people in the city enjoy their childhood and fulfil their potential whatever their circumstances. To achieve this we 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.

We recognise the need for excellent universal services that build resilience and provide important protective factors. We will do all we can to strengthen support for families 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.

We recognise that when children, young people or families need help or support they should get it as quickly as possible, from services that are responsive, appropriate, proportionate and timely and always focused on the best possible outcomes for the children and young people concerned.

We promote the values of equality, rights, diversity, respect and integrity across all our working relationships and work to ensure that help and support is provided, wherever possible, by those who know the child, young person or family well and understand what they need and what works well for them.

As the impact of disadvantage and inequalities on outcomes for children and young people is increasingly recognised, tackling this is central to achieving our vision. We will work both to tackle the root causes, and mitigate the impacts, of poverty and disadvantage and to proactively address inequalities in our planning and service delivery.



## 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.

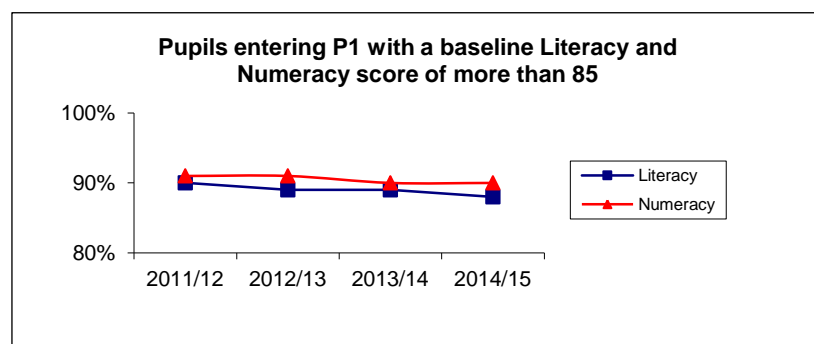
# Our Strategic Outcomes, Priorities and Pledges

<b>1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</b>	
<b>Priority for Improvement:</b>	Improve support in early years so that children reach appropriate developmental and social milestones
<b>Capital Coalition Pledges:</b>	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
<b>2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</b>	
<b>Priority for Improvement:</b>	Improve the educational attainment of the lowest achieving pupils
<b>Capital Coalition Pledges:</b>	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
<b>3. Our children and young people in need, or with a disability, have improved life chances</b>	
<b>Priority for Improvement:</b>	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
<b>Capital Coalition Pledge:</b>	Increase support for vulnerable children, including help for families so that fewer go into care
<b>4. Our children and young people are physically and emotionally healthy</b>	
<b>Priority for Improvement:</b>	Improve health outcomes for children and young people, with a specific focus on promoting healthy lifestyles and reducing risk-taking behaviours
<b>5. Our children and young people are safe from harm or fear of harm, and do not harm others</b>	
<b>Priority for Improvement:</b>	To reduce the risk of children and young people causing harm to themselves and to others
<b>6. Our children's and young people's outcomes are not undermined by poverty and inequality</b>	
<b>Priority for Improvement:</b>	Increase the number of young people who enter and sustain positive destinations
<b>Capital Coalition Pledges:</b>	Establish city-wide childcare co-operatives for affordable childcare for working parents Further develop the Edinburgh Guarantee to improve work prospects for school leavers
<b>7. Providing high quality services and making best use of our resources</b>	
<b>Capital Coalition Pledges:</b>	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?

- All children in Local Authority nursery classes have access to a qualified teacher
- Good performance maintained in pupils entering P1 with baseline scores of more than 85 in literacy and numeracy



- 1,350 parents and carers participated in *Family Learning* opportunities
- 250 delegates attended the annual *Early Years Conference* which this year focused on *building the ambition and aiming high for all our young learners*
- 58 primary schools (60%) are currently providing breakfast clubs and support has been provided to three schools that have developed clubs during the 2014/15 session
- Increase from 475 to 600 hours of early learning and childcare for all 3-4 year olds and eligible 2 year olds delivered by August 2014
- 41 early years practitioners in partner provider and 18 members of local authority staff are studying for the *BA Childhood Practice* with 17 practitioners already completing the degree

- A review of *Play in Partnership: a Play Strategy for the City of Edinburgh* has been developed in line with the national policy
- The annual *Nature Play* conference in partnership with the *Outdoor Woodland Learning Scotland* provided outdoor learning opportunities for a range of staff
- *Elected Member Play Champion* represents the interests of children's play



**2014 Play Day event in the Grassmarket**

- A plan is being developed to support playgroups, using co-operative principles with a view to developing collaborative practices
- The importance and value of play was highlighted at the *Playday* event and was estimated to have the highest number of children playing in a city street in the history of the event, attracting over 1,000 participants

## What we will do next

- Improve support in early years so that all children reach appropriate developmental and social milestones
- Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations
- Work with partners to develop a *Childcare Guarantee* based on the Edinburgh Guarantee model to encompass childcare to support employment and training and universal breakfast and after-school club provision
- Further develop affordable childcare
- Explore options for school holiday activity and care provision for children with additional support needs
- Improve levels of literacy and numeracy in P1
- Develop early years services in all localities and increase the range of services provided through partnership working and more flexible use of resources
- Identify approaches to improve readiness for school including literacy, numeracy and health and wellbeing
- Develop and deliver the *Psychology of Parenting Project* in Edinburgh
- Implement the quality assurance framework for 0-3 in all establishments
- Improvement and commitment to the development of pre-birth to three services will continue, including services for children aged 2 years who meet the criteria for 600 hours of early learning and childcare
- Continue to improve the quality of early years settings as assessed by *Education Scotland* and the *Care Commission*
- Further develop opportunities for participation in *Family Learning* in targeted schools and nurseries
- Ensure early intervention and support continues throughout the entire school programme
- Improve the focus on *Early Years* and parental engagement
- Further develop the *Outdoor Play Programme* through training programmes and pathways for continued professional development
- Ensure local delivery of an identified range of parent support interventions and use feedback data to inform future priorities and influence practice

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

## How are we doing?

- 100% of primary schools assessed as *good or better* by *Education Scotland*, with one primary school assessed as *excellent* (sector leading) in two indicators
- Learning communities inspections by *Education Scotland* in Craigroyston and Liberton assessed all quality indicators as *good or very good*
- Education services judged by *Education Scotland* to be *good*, of low risk and with sound capacity for continuing improvement
- The entitlements of the *Broad General Education of Curriculum for Excellence* have now been implemented and schools are in year two of the implementation of the new qualifications
- Significant progress over the last 5 years in special schools in raising the expectations of individual and whole school performance for learner attainment and achievement
- New Parental Engagement strategy implemented and Parent Councils now operating effectively in schools across Edinburgh
- In 2013/14, attendance at primary was up from 94.9% to 95.5%, at secondary it was up from 92.5% to 93.0%.
- Permanent exclusions reduced to 0 in 2013/14, down from 21 in 2011/12
- 10 (up from 9) pupils per 1,000 excluded at primary and 39 (down from 43) at secondary in 2013/14
- Review of *Better Relationships, Better Learning, Better Behaviour* completed and new procedure developed

*'Amongst staff and partners, there is a strong sense of shared responsibility to support young people to improve their lives.'* *Education Scotland Inspection Report of Craigroyston Community High School*

- Continued improvements in attainment including 30.4% of pupils gained five or more Highers, up from 29.7%, above the national average of 28.1%
- 5,071 young people participated in the *Duke of Edinburgh Award* with 46 gold, 164 silver and 448 bronze awards achieved
- 19% of young people starting an award live in Edinburgh's deprived areas
- 22 of Edinburgh's secondary school students were given the opportunity to witness the referendum count
- Over 10,000 children and young people were learning to play a musical instrument through the *Instrumental Music Service* and the *Youth Music Initiative*
- Over 4,600 pupils in mainstream schools accessed the free instrumental music tuition
- 133 children and young people accessed the screen and media education and gained accredited awards as a result
- Sciennes Primary School Eco Team awarded their third Green Flag award from Eco Schools Scotland



## What we will do next

- Reduce the gap in achievement experienced by vulnerable children and young people, particularly those living in deprived areas
- Increase the number of young people who enter and sustain positive destinations, particularly those from disadvantaged or marginalised groups
- Seek to ensure the smooth introduction of the *Curriculum for Excellence* and that management structures within our schools support the new curriculum
- Improve numeracy at all levels
- Increase opportunities to develop citizenship and wellbeing through accreditation of all schools as *Rights Respecting Schools*
- Ensure that those at risk of being educationally disadvantaged, particularly those living in deprived areas, are identified early and collaborative support is targeted
- Continue to increase the use of joint practice by neighbourhood/strategic groups senior leaders to identify strengths and areas for improvement in performance as part of the ongoing strategies for further improvement
- Continue to engage with partners to develop different pathways for individual young people
- Ensure children and young people with a disability are engaged with and enjoy attending school
- Maintain a range of opportunities for participation in non-formal learning activities
- Increase overall participation in universal youth work
- Ensure there is clarity regarding child's planning including format of plans and expectations of meetings, involvement of parents, young people and partners
- Ensure that all schools provide opportunities to have a say in the running of the school, and are asked for feedback on their learning experiences
- Recognise and profile wider achievement as part of a broad and general education and develop measures to support performance monitoring
- Ensure there are consistent approaches across all schools to assessing and responding to risks and needs
- Continue to increase the use of more robust self-evaluation to ensure up-to-date, high quality information which is used to guide change in order to improve outcomes for young people
- Strengthen support for children with additional support needs
- Increase and develop contact time in classroom with non-teaching professionals
- Continue to improve the quality of education as part of moving schools from *good to great*
- Improve community engagement
- Understand and address the reasons why so many parents make out of catchment requests and encourage local children to attend local schools
- Continue to improve attendance and reduce exclusions
- Roll out the new *Better Relationships, Better Learning, Better Behaviour Procedure* to all establishments

# 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
- *Transformation Programme* for Looked After Children being delivered through the Balance of Care Working Groups
- Around 1,400 children need to be looked after in Edinburgh
- The rate per 1,000 of children (aged 0-17) who need to be looked after was held steady at 16.9 (15.0 nationally)



Sue Bruce joins attendees at a recent foster care event

- *Foster with Edinburgh* campaign successful in attracting new foster carers
  - 55% of children placed with City of Edinburgh Council foster carers
  - Capacity exercise undertaken with 160 existing foster carers to identify support required for them to be able to take additional placements
  - 25% of looked after children are in kinship care
  - 55 children left care through adoption
  - Transport card provided to care leavers and improved health outcomes delivered through the *Corporate Parenting Action Plan*
  - 100% of units/services achieved *Care Commission* inspection grades of *good or better*
  - 65% of Looked After Children were in a sustained positive destination in 2012/13 (62% nationally)
  - Average tariff score for looked after children remained steady at 87 (116 nationally)
- 'The staff built strong, positive relationships with young people and helped them to begin to identify and deal with the challenges they faced, and the reasons behind their admission to secure care', Care Inspectorate, Report on Edinburgh Secure Services Secure Accommodation*
- 70% of formerly looked after children had a pathway plan in place as at end of July 2014 (up from below 10% in 2010/11)
  - 53 children (45 existing users and 8 new referrals) have agreed support plans with agreed personal outcomes through *Self-Directed Support*
  - 396 children accessed the enhanced playscheme service of which 108 were new to the service with 91 requesting the full 6 weeks
  - Family fun sessions were trialled during the Easter holidays in 2015 by *Edinburgh Leisure* offering swimming sessions to children attending special schools
  - 100% of special school inspections resulted in a *satisfactory or above* assessment
  - In conjunction with Radio Forth's *Cash for Kids*, over 700 pupils from all our special schools enjoyed a festive treat at the first ever 'relaxed performance' of the panto *Aladdin* at the King's Theatre



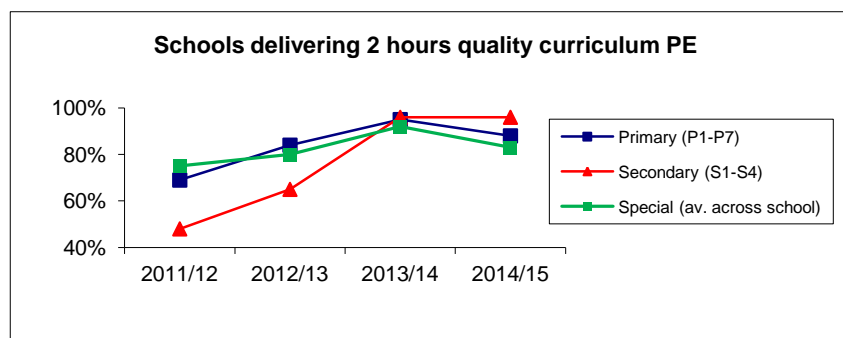
## What we will do next

- Reduce the gap in achievement experienced by vulnerable children and young people, particularly those living in deprived areas
- Improve and extend help and support for children and families at an early stage so that fewer children need to be looked after
- Improve outcomes for children in need, particularly those who need to be looked after and those with a disability
- Increase support for vulnerable children, including help for families so that fewer go into care
- Deliver all actions in the city's *Looked After Strategy and Corporate Parenting Action Plan*
- Develop deliverable and safe alternative(s) to secure accommodation for young women at risk
- Expand the range of foster care and placements available
- Raise the attainment levels of looked after children and young people through a range of targeted actions within school settings and as part of the *Curriculum for Excellence*
- Increase access to social and leisure activities for children with a disability within universal services
- Develop the *Transition of Young People from Children's to Adult Services* policy to take into account the implications of *Self-Directed Support*
- Develop the *Children and Young People's Autism Strategy for Edinburgh* – to extend the *Children and Families Autism Plan* to include key priorities for all children with Autism
- Develop the pupil/carer survey to include specific questions on levels of support provided and satisfaction with this
- Develop performance measures to allow monitoring of whether children with a disability are able to access the appropriate supports to enable them to experience improved outcomes
- Develop locality-based ASL service delivery option
- Ensure young carers are identified, recorded and supported
- Analyse the pathway and outcomes from the positive identification of domestic abuse during routine enquiry
- Provide earlier support to families experiencing difficulties (with a specific focus on substance misuse and domestic violence) to reduce the need for children to become looked after
- Develop tools to support Named Persons when they are working with children affected by domestic abuse
- Improve knowledge and understanding of Getting it right core components
- Evidence use of wellbeing indicators to consistently and holistically assess and meet needs across all children's service delivery
- Review availability of support provision to take account of *Self-Directed Support*
- Provide specific parenting support and/or programmes for families of children with a disability
- Carry out *Section 23* assessments as quickly as possible and ensure identified needs are met
- Improve engagement with parents and carers to ensure they are involved in service planning and design for children and young people with a disability
- Create a clear documented approach to how the *Self-Directed Support* legislation will be applied to the wider children in need agenda
- Introduce consistent outcomes framework to support planning and commissioning of services for all children and young people from vulnerable groups
- Work to ensure all Child's Plans record review dates for actions and monitor progress appropriately
- Place greater emphasis on the needs/experiences of disabled pupils, with more joined-up services
- Develop the skills for learning, life and work required for young people in special schools to move into and sustain an appropriate post-school destination

## Our children and young people are physically and emotionally healthy

### How are we doing?

- 78% of primary schools delivered cycle training in 2013/14 delivered by the city's Active Schools team
- Nearly 5,000 JASS (*Junior Award Scheme Scotland*) packs sold within the City of Edinburgh Council Area
- Almost all special schools have learners working towards JASS and/or *Duke of Edinburgh Awards*
- 61% of those tested passed swimming level C5 and considered safe swimmers



- 88% of primary schools, 96% of secondary schools and 83% of special schools met the PE target of 2 hours/periods per week
- Three school-based *Community Sports Hubs* developed to include 49 partners who contribute to the school curriculum and/or Active Schools programmes

*'Your work around schools based Community Sports Hubs has been a great example of the benefits of adopting this simple approach. It has also shown us some great examples of youth leadership in a school environment connecting with club activities in the community space in the evenings', James Steel, National Manager, Sportscotland*

- 14 young *Sport Hub Leaders* employed across Community Sports Hubs
- 6.3 pregnancies per 1,000 in under 16-year olds in 2012, down from 8.8 in 2008/09 (6.1 nationally, published in June 2014)
- *Scottish Schools Adolescent Lifestyle and Substance Use Survey 2014* shows reductions in smoking, drinking and drug use
- Over 1,300 P6 pupils from 74 primary schools took part in the *Games @ The Hub Event* to celebrate the values and culture of the Commonwealth Games



### Games @ The Hub event

- Pilot of *Raising Teens with Confidence* carried out with over 70 parents and carers of teenagers
- Over 2,000 parents and carers participated in *Raising Children With Confidence* in schools and settings across Edinburgh

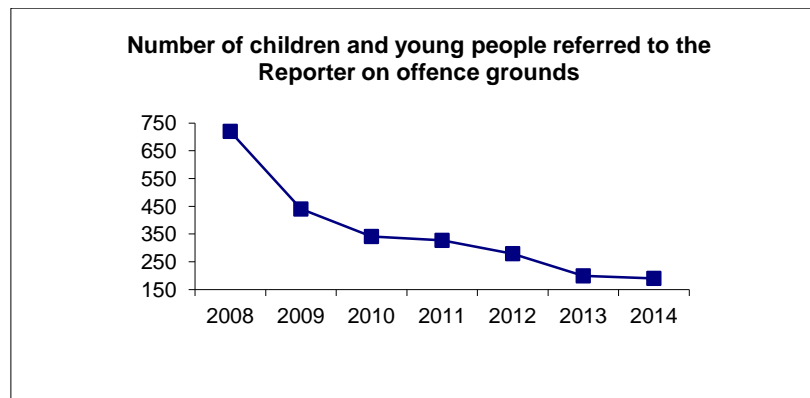
## What we will do next

- Improve mental health and wellbeing outcomes for children and young people
- Offer S5/S6 pupils opportunities to become peer mentors in mental and emotional health programme e.g. *Cool, Calm and Connected*
- Engage secondary school staff with *Mental Health First Aid for Children and Young People*
- Engage voluntary sector youth work staff and school nurses with *Mental Health and First Aid*
- Increase staff awareness of how best to support children and young people's mental health and deal with wellbeing concerns through roll out of the *Supporting Children and Young People* guides and associated training (*Teenage Brains & Behaviour, Confident Staff, Confident Children* etc.)
- Increase parental awareness of how best to support their children's mental health and wellbeing and improve relationships through universal programmes in primary and secondary schools (e.g. *Raising Children and Raising Teens with Confidence*)
- Explore rollout of *Safe Talk* to residential childcare staff and children
- Establish a programme to create a *Healthy Respect* drop-in in or near to all Edinburgh schools
- Make *Healthy Families Healthy Children* (HFHC) available to all staff through the CEC CPD programme
- Continue to publicise the package of measures (*HFHC, H4U, Get Going*, clinical service) in place within schools and communities
- Adapt programmes in line with emerging evidence from the national *Child Healthy Weight* group and aim for a city wide agreement on school-based prevention programmes
- Engage selected secondary schools in *Decipher-Assist* programme and provide appropriate staff to support delivery of the programme
- Develop and agree shared care pathways for tier 3 and tier 4 services; Identify and address gaps in service provision to support young people with problematic substance misuse and commission as required
- Engagement of young people in development of the *Young People's Substance Misuse* service and service evaluation
- Edinburgh primary schools will be encouraged to participate in *NHS Lothian Smoke Free Homes and Zones* project
- CEC youth work services and youth services funded by CEC will review smoking/tobacco policies
- Ensure consistent delivery of *SHARE* programme in all secondary schools in Edinburgh
- Introduce *Zero Tolerance Respect* programme to Edinburgh primary schools
- Develop 'test of change' with young women at risk of non-attendance at school to better engage them in learning and reduce risk of unintended pregnancy
- Further develop and strengthen sport, physical activity and outdoor learning provision
- Further develop support with *Mental Health and Wellbeing*
- Raise awareness of, and educate about, healthy lifestyle choices, including healthy eating and promoting greater take-up of school meals

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

## How are we doing?

- 6 per 1,000 children reported to the Reporter for offending, equalling the national figure and showing continued improvement
- 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 (190 in 2013/14, down from 732 in 2008/09)



- *Young People's Service* supports young people to remain safely with their families as an alternative to residential care
- 77% of primary pupils and 68% of secondary pupils said that the school was good or very good at dealing with bullying from 6,400 responses to the *Safe from Bullying Survey*
- Edinburgh's child protection services are judged to be *good* by the *Care Inspectorate*
- Three areas of good practice noted by the *Care Inspectorate* in their recent report: *Speak Up, Speak Out* campaign; *Keeping it safe* booklets and *eIRD* tri-partite process

- Around 290 children are on the *Child Protection Register* in Edinburgh
- 96% of initial supervision visits were made within timescale



- 78% of initial and pre-birth case conferences took place within timescales
- Advocacy service continues to engage directly with children when they are subject to a *Child Protection Case Conference*, ensuring their views are represented
- Currie Community High School was represented by four pupils at *Education Scotland's Youth Equalities Conference*
- *Electronic Interagency Referral Discussion* tool (eIRD) continues to electronically notify the child's GP of the nature of concerns
- The *Multisystemic Therapy* (MST) service continues to provide 24/7 support to parents in addressing their teenage children's problem behaviour

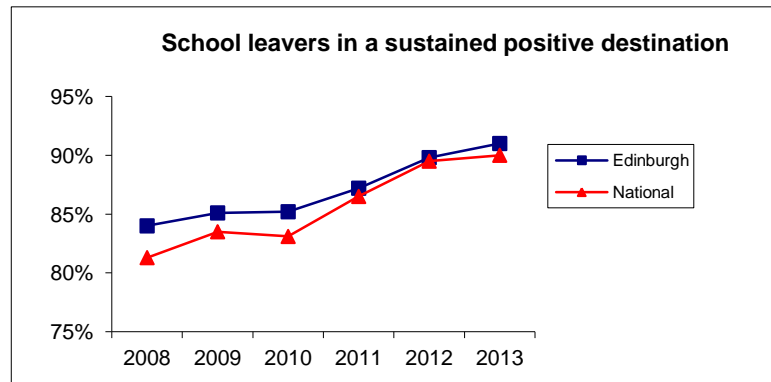
## What we will do next

- Strengthen our approach to tackling child sexual exploitation
- Increase support for vulnerable children, including help for families so that fewer go into care
- Develop an inter-agency child sexual exploitation strategy and procedure for the City of Edinburgh
- Improve identification, recording and awareness of domestic abuse. Incorporate data into performance reporting to the *Quality Assurance Sub-Committee of the Child Protection Committee*
- Divert more young people, who are already subject to legal orders, away from referral to the Children's Hearing system by use of early and effective interventions and flexible approaches to policing
- Through the *Quality Assurance Sub-Committee of the Child Protection Committee*, single-agency and multi-agency guidance on chronologies will be reviewed to ensure consistency. Guidance will then be re-issued to the multi-agency workforce. Relevant information about a child and family will be shared and decisions will be based upon all available information.
- As part of our programme of child protection self-evaluation, a statistically viable sample of our chronologies will be reviewed on a single-agency basis against an agreed template
- Children and young people who are offending/or at risk of offending are identified and personalised plans developed
- Develop a clear strategy which reflects how we actively involve children and their families in the design and delivery of services
- Continue to promote the Children and Families policy to prevent and respond to bullying and prejudice
- Monitor and follow procedures for dealing with the number of Children Missing from Education
- 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
- Implement the Safe and Together approach to families affected by domestic abuse and evaluate its outcomes for children

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

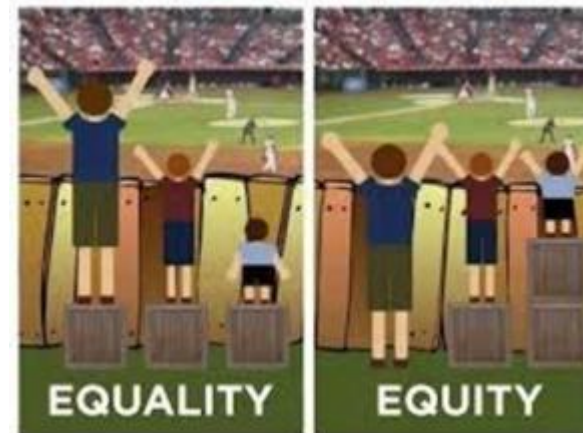
## How are we doing?

- 91.2% (slightly down from 91.4%) of school leavers from 2013/14 entered positive destinations from mainstream schools (national average was 92.3%)
- 91% (up from 89.8%) of school leavers from 2012/13 were in a sustained positive destination, ahead of the national average of 90%



- 68.2% (up from 64.6%) of young people leaving special schools in 2013/14 entered positive destinations
- Council recruited 58 *Modern Apprentices* to the MA programme with the total number now 126
- 8.7% of pupils living in the most deprived areas of the city gained five or more awards at SCQF Level 6 or above, up from 8.1%, below the national average of 12.6%
- 30.4% of all pupils gained five or more awards at SCQF Level 6 or above, up from 29.7%, above the national average of 28.1%
- Over 800 learners took part in literacy provision

- Literacy and numeracy tuition was provided to those seeking employment and training as part of the *Literacies for Employability Pipeline Project*
- 1,004 students within CLD partner provision and 186 within Edinburgh College were provided with *English for Speakers of Other Languages* (ESOL) tuition
- Accredited learning offered to 112 adult learners in communications, numeracy, problem solving, working with others, IT, childcare and ESOL



- 43 care leavers engaging in literacy work experienced positive outcomes including improved literacy levels and budgeting and employability skills
- SQA verification of CLD's processes judged its practice as *excellent*
- Over 1,000 classes in over 50 venues saw more than 9,000 participants in the Adult Education Programme

## What we will do next

- Reduce the gap in achievement experienced by vulnerable children and young people, particularly those living in deprived areas
- Increase the number of young people who enter and sustain positive destinations, particularly those from disadvantaged or marginalised groups
- Establish city-wide childcare co-operatives for affordable childcare for working parents
- Further develop the *Edinburgh Guarantee* to improve work prospects for school leavers
- Develop measures to 'poverty proof' the school day to reduce financial barriers for low income families and challenge stigma associated with poverty
- Provide an integrated package of support to parents, including employability support
- Work with food banks to better understand why families in poverty are using their services
- Further develop family engagement, including strong home-school partnerships and particularly for 'hardly-reached' families
- Provide a range of learning opportunities for personal and social development for children and young people in deprived communities
- Develop a range of youth literacies (including financial literacies)
- Increase participation in high-value achievement awards
- Improve access to breakfast club provision for children living in poverty
- Encourage development of out of school learning, development and mentoring opportunities
- Identify and develop more safe places to stay
- Increase participation in employability-related adult learning, including literacy, numeracy and ESOL
- Raise awareness and understanding amongst key professional staff of the impact of poverty on outcomes for children
- Make better use of existing data on our children living in poverty to improve understanding of who and where they are
- Investigate, with other service areas, measures to reduce and prevent homelessness amongst young people
- Focus on positive and sustained destinations as a result of engagement with expressive arts and creative learning
- Increase youth work participation, particularly amongst Looked After Children

# Providing high quality services and making best use of our resources

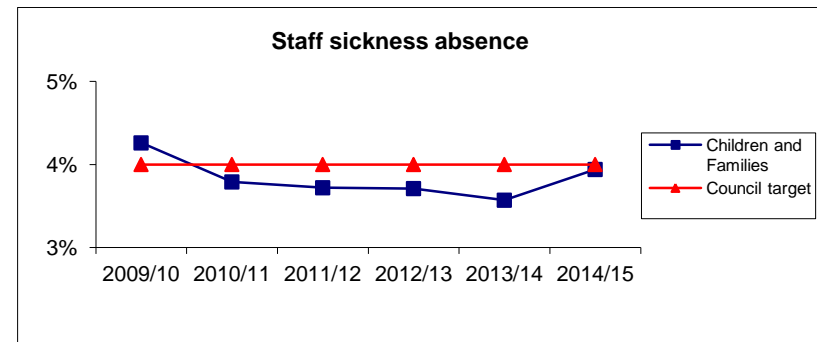
## How are we doing?

- Balanced revenue budget for the fifth consecutive year
- Children and Families Asset Management Plan approved by Committee and identifies the significant capital expenditure that will be made in the next five years
- New James Gillespie's Secondary School teaching block successfully delivered and opened in April 2015 and has been positively received
- Work started on the new Boroughmuir High School at the Viewforth site



- Private Bill approved by the Scottish Parliament and legislation passed to allow the new Portobello High School to be built on Portobello Park
- Successfully completed consultation on the closure of Wellington School with the closure complete and resources re-allocated

- Firm proposals for an *Integrated Children's Service* being finalised following significant engagement with staff and service users
- 4,600 parents and carers took part in our citywide self-evaluation survey of schools (an increase of 16% on previous year) with results showing parents and carers being very positive about their child's experience at school



- Staff sickness absence remains within the Council target of 4% at 3.94%
- 71% of respondents to the biennial *Employee Survey* agreed that they are satisfied with their present job
- Actions taken in response to the *Employee Survey* include establishment of a monthly team brief, Heads of Service focus groups and 360 appraisal for senior managers
- 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
- *Significant Occurrence Procedure*, developed to ensure schools manage a serious incident, shortlisted for a national *Business Continuity Award*













## What we will do next

- Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations
- Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools
- Implement the *Children and Families Asset Management Plan*
- Respond to the educational infrastructure requirements arising from the additional housing identified in the *Local Development Plan* and to rising rolls
- Develop a consistent outcome based approach to child planning across the service area and in partnership activity to measure performance effectively
- Implement *Workforce Plan*, particularly with regard to recruitment of teachers and ensuring staff have the appropriate skills and services benefit from the best skill mix
- Implement *People Plan* and continue to develop it by responding to staff feedback, immediate priorities are responding to feedback with regard to workload and confidence in the management of change
- Reduce bureaucracy and consequently increase direct work with service users
- Ensure that commissioning, grant funding and contracting processes consistently reflect service area priorities and deliver improved outcomes
- Strengthen support for school leadership at all levels
- Give greater accountability to head teachers and strengthen accountability
  - Develop a greater understanding of the work/roles of head teachers and investigate opportunities for exploring good practice
  - Incentivise head teachers and teachers to work in schools in challenging circumstances
- Complete Year Three of the *Parental Engagement Action Plan*
- Continue to improve ICT systems and equipment
- Contribute towards the development and implementation of a framework to support a systematic approach to joint self-evaluation
- Continue to ensure there are clear, meaningful connections within the Council's planning framework and with other national planning frameworks, and that children's services planning responds to the requirements of the *Children and Young People's Act*
- Continue to ensure robust performance monitoring at all levels across children's services






## Standards and Quality Report 2015 – Technical Appendix

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









Description	2012/13	2013/14	2014/15	Target	On Target	Long Term Trend	Notes
	Value	Value	Value				
Number of early learning and childcare hours per year provided for children receiving their entitlement in Local Authority provision	475	475	600	600			The target of providing and securing 600 hours of universal entitlement of quality early learning and childcare for 3 and 4 year olds, and for eligible 2 years olds, by August 2014 was met.
Percentage of P1 pupils with a pupil:teacher ratio of 25:1 or under	97%	99%	99.4%	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 2014, there was 1 P1 class in 1 school with a class size of 26 due to an excepted pupil on Placing Appeal. The data relates to 26 pupils out of 4590.
Percentage of children entering mainstream P1 with a baseline numeracy score of 85 or more	91%	90%	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.
Percentage of children entering mainstream P1 with a baseline literacy score of 85 or more	89%	89%	88%	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.
Number of parents and young children participating in family learning opportunities in targeted establishments	1,000	1,350	1,350	1,350			The aim is to maintain at the current level.

















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

Description	2012/13	2013/14	2014/15	Target	On Target	Long Term Trend	Notes
	Value	Value	Value				
Percentage of the relevant S4 cohort gaining 5+ awards at Level 6	29.7%	30.4%	N/A	30%			Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. No targets set beyond 2015/16 due to the change in the exam system. The national average was 28.1%.
Percentage of pupils gaining 5+ SCQF awards at Level 6 in the 20% most deprived areas (Scottish Index of Multiple Deprivation)	8.1%	8.7%	N/A	-			Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. No targets set beyond 2015/16 due to the change in the exam system. The national average was 12.6%. The aim is to close the gap between those living in the most deprived areas and their peers across the city.
Percentage of half days attended by pupils in primary schools	94.9%	95.5%	N/A	95.3%			Latest data relates to performance over the school year 2013/14, taken directly from SEEMIS, and shows improvement. No national data will be published for 2013/14. The national average in 2012/13 was 94.9%.
Percentage of half days attended by pupils in secondary schools	92.5%	93.0%	N/A	92.8%			Latest data relates to performance over the school year 2013/14, taken directly from SEEMIS, and shows improvement. No national data will be published for 2013/14. The national average in 2012/13 was 91.9%.
Percentage of half days attended by pupils in special schools	91.7%	90.4%	N/A	90.6%			Latest data relates to performance over the school year 2013/14, taken directly from SEEMIS, and shows improvement. No national data will be published for 2013/14. The national average in 2012/13 was 90.5%.
Exclusions per 1,000 pupils from primary schools	43	39	N/A	40			Latest data relates to performance over the school year 2013/14. The national figure is not published for 2013/14 and was 10 in 2012/13.
Exclusions per 1,000 pupils from secondary schools	9	10	N/A	10			Latest data relates to performance over the school year 2013/14. The national figure is not published for 2013/14 and was 58 in 2012/13.
Number of young people participating in Duke of Edinburgh Awards (Gold, Silver and Bronze)	2,986	3,633	5,071	4,000			Record numbers of young people are participating in the scheme.
Number of young people achieving Duke of Edinburgh Awards (Gold, Silver and Bronze)	432	616	658	625			Bronze 448, Silver 164 and Gold 46
Percentage of young people achieving Duke of Edinburgh awards who live in deprived areas	17%	18%	19%	20%			The data relates to those who have started an award and who live in a deprived area based on the 30% most deprived areas in Scotland using the SIMD. The figure is likely to be underestimated as 20% of those entering data did not provide their postcode.

















Description	2012/13	2013/14	2014/15	Target	On Target	Long Term Trend	Notes
	Value	Value	Value				
Number of pupils in mainstream schools accessing free instrumental music tuition	4,710	4,758	4,614	4,750			Edinburgh currently offers free tuition in every school according to school roll.
Percentage of parents of children with additional support needs indicating that their child's learning is progressing well		78%		78%			
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. The aim is to maintain the participation levels.









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

Description	2012/13	2013/14	2014/15	Target	On Target	Long Term Trend	Notes
	Value	Value	Value				
Percentage of units/services achieving Care Commission inspection reports with average gradings of good or better	82%	91%	100%	100%			Performance relates to Young People's Centres, Edinburgh Families Project, Residential, Secure and Fostering and Adoption services for financial year 2014/15.
Number of children who need to be looked after (rate per 1,000 0-17)	16.7	16.9	16.9	16.7			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. The national figure is 15.0. The data is published in 'Children's Social Work Statistics Scotland, 2013-14' by the Scottish Government on 31 March 2015 and relates to the position as at end July 2014.
Percentage of the LAC population that is in kinship care	20%	21%	25%	21%			The introduction of the Kinship support team has improved capacity to support kinship carers. Performance is monitored on a monthly basis and the figure shown is that as at the end of July 2014. The national figure is 27%. The data is published in 'Children's Social Work Statistics Scotland, 2013-14' by the Scottish Government on 31 March 2015 and relates to the position as at end July 2014.
Percentage of children placed with City of Edinburgh Council foster carers	56%	56%	55%	67%			This figure has remained steady for three years. The latest data for end of March 2015 shows a significant improvement to 59%. The national figure (% placed with Local Authority foster carers) is 72%. The data is published in 'Children's Social Work Statistics Scotland, 2013-14' by the Scottish Government on 31 March 2015 and relates to the position as at end July 2014.





Description	2012/13	2013/14	2014/15	Target	On Target	Long Term Trend	Notes
	Value	Value	Value				
Percentage of reports (IARs and SBRs) including offence focussed reports submitted to SCRA within timescale	88%	85%	92%	75%			Figures relate to CEC recorded information as this is no longer published by SCRA. No national information is therefore available. 75% was the national target and Edinburgh's performance improved significantly from 53% in 2009/10.
Percentage of children who have a disability in mainstream secondary education who say they enjoy learning at school	64%	N/A	75%	-			Data is taken from the biennial self-evaluation survey undertaken in schools. Data refers to April 2015. No target was set for 2013/14.
Percentage of Section 23s assessed within timescale	35%	40%	N/A	42%			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. Continuous improvement targets have been set. However, the introduction of self-directed support has resulted in a significant increase in the number of requests for assessment and targets may have to be revised to take this into account.
Average tariff score for Looked After Children	88	87	N/A	90			Latest data is taken from the Scottish Government publication 'The Educational Outcomes for Looked After Children' published in June 2014. National performance was 116.
Percentage of Looked After Children in a positive destination six months after leaving school	60%	65%	N/A	70%			Latest data is taken from the Scottish Government publication 'The Educational Outcomes for Looked After Children' published in June 2014. National performance was 62%.
Percentage of formerly looked after children with pathway co-ordinators	64%	86%	83%	70%			This data shows significant improvement since it was below 50% in 2010/11. The national figure is 77%. The data is published in 'Children's Social Work Statistics Scotland, 2013-14' by the Scottish Government on 31 March 2015 and relates to the position as at end July 2014.
Percentage of formerly looked after children with pathway plans	60%	61%	70%	70%			This data shows significant improvement since it was below 10% in 2010/11. The national figure is 80%. The data is published in 'Children's Social Work Statistics Scotland, 2013-14' by the Scottish Government on 31 March 2015 and relates to the position as at end July 2014.
Percentage of Looked After and Accommodated Children reviewed within timescales	85%	79%	83%	100%			Performance relates to those children looked after as at the end of July 2014.









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

Description	2012/13	2013/14	2014/15	Target	On Target	Long Term Trend	Notes
	Value	Value	Value				
Percentage of primary schools delivering 2 hours quality curriculum PE (P1 to P7)	84%	95%	88%	100%			Latest data shows a decline in number of schools able to meet PE target with 11 primary schools not meeting the target. This is due to increasing school rolls particularly at the lower stages. For some schools this issue will be alleviated when new facilities are built.
Percentage of secondary schools delivering 2 periods quality curriculum PE (S1 to S4)	65%	96%	96%	96%			Latest data shows a sustained number of schools meeting the target with only Portobello not meeting the 2 periods per week of PE. This situation will be rectified when the new school is built.
Percentage of special schools delivering 2 hours/periods quality curriculum PE (averaged across school)	80%	92%	83%	100%			Two schools are not meeting the target, in one case this is because the children in question would not manage to sustain 2 hours of PE during a week, and instead 90 minutes is more appropriate.
Percentage of pupils participating in Active Schools activities - primary	35%	39%	N/A	39%			Latest data shows an increase in the number of distinct participants in primary schools, Active Schools Co-ordinators have focused on increasing participation by offering a wide range of sports and developing pathways into community sport.
Percentage of pupils participating in Active Schools activities - secondary	31%	31%	N/A	36%			Latest data shows a maintenance of the number of distinct participants in secondary schools.
Percentage of primary pupils achieving swimming level C5	62%	61%	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 2015.
Percentage of P6 pupils completing cycle training to Bikeability Level 2	54%	71%	N/A	60%			Latest data shows an increase in the number of P6 pupils completing Bikeability. Funding from Cycling Scotland has been used to provide cycle training mentors and bike maintenance courses, co-ordinated by the Active Schools team in mainstream schools. New data in June 2015.
Number of young people participating in JASS (Junior Award Scheme for Schools)	4,530	4,351	4,915	4,500			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 (sold within City of Edinburgh Council) and exceeds the target originally set for 2016/17.







Description	2012/13	2013/14	2014/15	Target	On Target	Long Term Trend	Notes
	Value	Value	Value				
Rate of teenage pregnancies among under 16 year olds	8.4	6.9	6.3	7.4			The NHS Lothian target is 7.4 per 1,000. Data are reported as a three year rolling average. The latest data reported relates to the year ending December 2012 and is for the Edinburgh Community Health Partnership Area. The national rate was 6.1 for the same period. The data was published in June 2014.
Percentage of 15 year olds who are regular smokers	N/A	6%	N/A	10%			Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2014. 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 2010 when it was 13%. National performance improved from 13% to 9%.
Percentage of 15 year olds drinking once a week or more	N/A	10%	N/A	15%			Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2014. 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 2010 when it was 18%. National performance improved from 20% to 12%.
Percentage of 15 year olds who have used or taken drugs in the previous month	N/A	9%	N/A	10%			Latest data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2014. 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 2010 when it was 11%. National performance improved from 11% to 9%.

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





Description	2012/13	2013/14	2014/15	Target	On Target	Long Term Trend	Notes
	Value	Value	Value				
Number of children (rate per 1,000 aged 8-16) referred to SCRA on offence grounds	6	6	N/A	6			Performance has improved from 8 in 2011/12. The target is to maintain the good performance. National performance was 6.
Number of children referred to SCRA on offence grounds	199	190	N/A	200			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 190 from 279 in 2011/12.

Description	2012/13	2013/14	2014/15	Target	On Target	Long Term Trend	Notes
	Value	Value	Value				
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%	85%	86%	85%			The latest data refers to young people exiting the Youth Offending Service between April 2012 and March 2013 and as at 31 March 2015 had not re-entered either the Youth Offending Service or the Criminal Justice System. Data shows marked improvement.
Percentage of children added to the CPR within the last year who had been de-registered within the preceding two years	7%	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.
Percentage of initial visits made within 15 days of a new supervision requirement	89%	98%	96%	100%			Performance in this area has shown significant improvement since it was 60% in 2007/08. Exceptions are monitored on a monthly basis.
Percentage of pupils who said their school was good or very good at dealing with bullying	67%	75%	73%	77%			In the 2014 survey the threshold for the question was raised from 'good or fairly good' to 'good or very good'. This change explains the slight drop in performance.









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

Description	2012/13	2013/14	2014/15	Target	On Target	Long Term Trend	Notes
	Value	Value	Value				
Percentage of pupils gaining 5+ SCQF awards at Level 6 in the 20% most deprived areas (Scottish Index of Multiple Deprivation)	8.1%	8.7%	N/A	-			Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. No targets set beyond 2015/16 due to the change in the exam system. No target was set for 2013/14. The national average was 12.6%. The aim is to close the gap between those living in the most deprived areas and their peers across the city. The percentage of pupils across the city gaining 5+ awards at level 6 was 30.4%.
Percentage of adults achieving all or part of their agreed learning goals	90%	90%	90%	90%			The figure relates to adult literacy and numeracy learners.
Percentage of school leavers from mainstream schools who go on to positive destinations	88.3%	91.4%	91.2%	92.3%			Data is for leavers from 2013/14 school session from mainstream schools. The target to meet and exceed the national average was met in 2012/13 but not in 2013/14.



Description	2012/13	2013/14	2014/15	Target	On Target	Long Term Trend	Notes
	Value	Value	Value				
Percentage of school leavers from mainstream schools who are in a follow-up positive destination	91%	N/A	N/A	90%			Latest data shows that 91% of pupils were still in a positive destination, six months after leaving the 2012/13 school session from a mainstream school. Performance showed continued improvement from 83.1% in 2009/10 and exceeded the target level of 90% - the national average due to be reached by 2012/13.
Percentage of young people leaving special schools who go on to an appropriate and/or positive destination	64.6%	68.2%	N/A	65%			Latest data is for leavers from school session 2013/14 and 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.

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

Description	2012/13	2013/14	2014/15	Target	On Target	Long Term Trend	Notes
	Value	Value	Value				
Percentage of days lost due to staff sickness absence across Children and Families	3.71%	3.57%	3.94%	3.5%			The target is to maintain at the previously low level. Sickness absence across Children and Families remains below the Council target of 4%.
Percentage of days lost due to staff sickness absence for teaching staff	2.96%	3.12%	3.14%	3.1%			The challenging target of 3.14% was not quite achieved. Comparative data is not available for 2013/14. Edinburgh has performed well in the past compared with other Local Authorities.
Percentage of parents/carers satisfied with their school	91%	89%	N/A	95%			Data taken from the survey of parents /carers from the question 'Overall, I am happy with the school'. The survey now takes place biennially.
Percentage of primary school condition assessed at Level A or B	91%	90%	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. National average for 2013/14 was 83%.

Description	2012/13	2013/14	2014/15	Target	On Target	Long Term Trend	Notes
	Value	Value	Value				
Percentage of secondary school condition assessed at Level A or B	91%	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; 2013/14 data is based on assumption of all Wave 3 schools being replaced. National average for 2013/14 was 84%.
Percentage of special school condition assessed at Level A or B	93%	100%	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. National average for 2013/14 was 73%.
Pupil:teacher ratios across primary and secondary schools	14.2	14.3	14.9	14.3			Edinburgh is currently ranked 31 out of 32 Authorities with regard to Pupil:teacher ratios. The target for 2015/16 is to maintain at the 2014/15 level of 14.9 or below.



Service Plan  
Children and Families 2015-18

# 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. Substantial progress has been made with this particularly in the Early Years Strategy which seeks to develop: integrated, flexible services to provide effective learning and childcare; a highly skilled and motivated workforce; universal services in partnership; Learning through Play and active learning as integral parts of the Early Years Service. We are also committed to the use of the most effective methods including innovative approaches, such as provision of childcare co-operatives.

All children and young people should enjoy their childhood and be supported to enable them to reach 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, resilience and positive attitudes 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 particularly of child poverty that affect our children's life chances.

Working with our partners in health 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 to Getting it Right for Every Child through an inclusive universal approaches that anticipate the needs and strengths of all children and young people including improving the outcomes of the lowest 20%.

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 making a positive contribution to their communities; and leave school into a positive destination well prepared for work, leisure, family life and lifelong learning.



**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](http://www.edinburgh.gov.uk)



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

## Using our resources

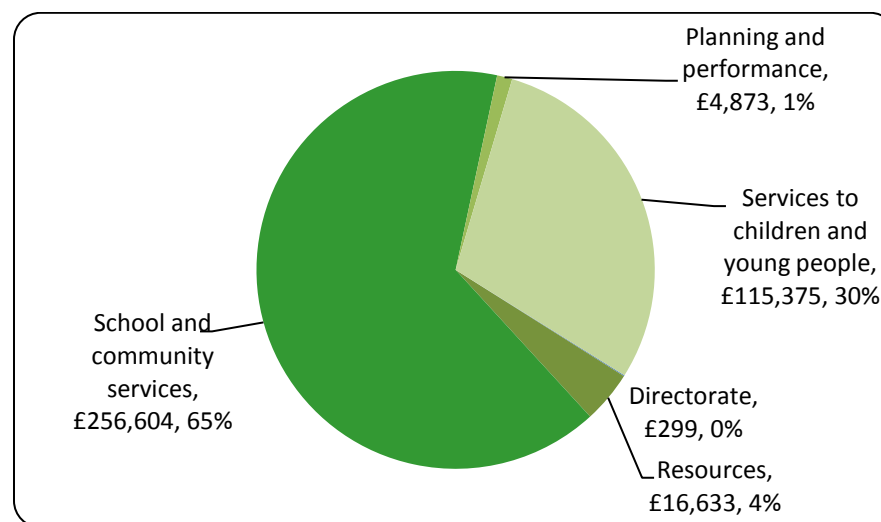
We are committed to delivering the highest level of service for every child and family across Edinburgh. We continue to work to redesign services and use our resources efficiently to improve outcomes for all of Edinburgh's children and young people. The services which we commission and deliver are also 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, 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 every year 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 2015/16



The following tables provide a summary of our equalities employment data, and staffing data, as at 31<sup>st</sup> March 2015.

Staffing Breakdown	Headcount	Full-time Equivalent
Non-teaching staff	4734	3407.29
Teaching staff	4058	3437.34

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%	20%	48.49%	51.51%	1.86%	1.53%
Council	53%	47%	51.83%	48.17%	2.83%	1.84%

# 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 Business Plan** - The Council's vision is to ensure that *Edinburgh is a thriving, successful and*

*sustainable capital city*. The Council's services will focus their work around three overlapping strategic themes (see diagram below) that, together will support the Council to *Deliver lean and agile Council Services*. Children and Families works alongside partners and communities to deliver services in support of all three of these themes and this Service Plan sets out how we will do this.



**Capital Coalition Agreement and Pledges** – City of Edinburgh Council has 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; Accessibility Strategy; Supporting Communities; Edinburgh Parent and Carer Support Framework; Early Years Collaborative; Curriculum for Excellence; More Choices, More Chances; Better Relationships, Better Learning, Better Behaviour; 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 universal 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 a variety of mechanisms and the maintenance of a comprehensive Risk Register which is regularly reviewed at senior management level and reported at committee annually.

**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 details how service development will be guided and shaped by our partnership strategic objectives and by Council-wide Commissioning Strategies. It explains our commissioning priorities as we move forward in developing services for the next 5 years and will underpin the development of our new grants programme.



## 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

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

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

### What Have We Achieved?

The summary report of the joint inspection of inter-agency provision of children's services in Edinburgh, published in April 2013, assessed our services as 'good'. The report (Services for children and young people in the City of Edinburgh) also noted that inspectors were very confident that our services would be able to make any necessary further improvements.

Through our regular performance monitoring, we have noted several key improvements during 2014/15 including:

- Continued improvements across a number of attainment measures
- Continued high levels of attendance amongst pupils at primary and secondary schools
- No permanent exclusions and continued good performance in the rate of temporary exclusions
- High levels of participation and achievement in Duke of Edinburgh Awards
- High levels of participation in free instrumental music tuition
- Maintenance in the rate of children and young people requiring to be looked after
- Improvement in the percentage of formerly looked after children with pathway plans and co-ordinators
- Improvement in the percentage of 15 year olds smoking, drinking and taking drugs
- Continued improvement in the number of young people referred to SCRA on offence grounds
- Sustained improvement in the number of school leavers entering and sustaining a positive destination from mainstream and special schools

External evaluations of services have highlighted areas of good practice including:

- Child protection arrangements judged to be 'good'
- Education Scotland feedback about education services is positive and highlights the Council's effective political and managerial leadership with a clear vision for education
- Sector-leading Active Schools programme judged by SportScotland to be one of the best in the country
- Sector-leading instrumental music service which is free for all school children
- Two highly regarded, now self-financing, outdoor centres
- Good quality residential care provision
- Sector-leading Duke of Edinburgh Award scheme

## What Are Our Priorities for Improvement?

Taking into account the findings from the latest joint inspection, and using ongoing performance information, seven priorities for improvement have been identified. Focusing on these areas will support progress towards meeting the strategic outcomes:

- to improve support in early years so that all children reach appropriate developmental and social milestones
- to reduce the gap in achievement experienced by vulnerable children and young people, particularly those living in deprived areas
- to improve and extend help and support for children and families at an early stage so that fewer children need to be looked after
- to improve outcomes for children in need, particularly those who need to be looked after and those with a disability
- to improve mental health and wellbeing outcomes for children and young people
- to strengthen our approach to tackling child sexual exploitation
- to increase the number of young people who enter and sustain positive destinations, particularly those from disadvantaged or marginalised groups

## What Are Our Key Challenges?

The actions and improvements detailed in this Service Plan also take into account a number of challenges arising from national requirements, demographic changes, legislation and Council-wide planning. The key challenges are articulated below:

- The projected 16% increase of children in our schools
- The requirement to implement new duties contained in the Children and Young People's Act
- Moving towards the delivery of integrated children's services including health services
- Improving the balance of care - 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
- Demographic increases amongst children requiring targeted services including those with a disability and the number of children who have additional support needs
- Pressure on school places in specific areas of the city
- Maintaining the required 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
- Improving the physical condition of our buildings to bring them in line with 21<sup>st</sup> century expectations
- Educational infrastructure requirements arising from the additional housing identified in the Local Development Plan
- The requirement to implement new duties contained in The Social Care (Self-directed Support) (Scotland) Act 2013

## Strategic Outcome 1 Led by Andy Gray

**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

Numeracy Strategy

Additional Support for Learning Priorities

Play Strategy

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. The Edinburgh Early Years Collaborative Team was established to build on existing partnership work towards meeting the stretch aims identified by the Scottish Government (reduction in the rate of stillbirths and infant mortality, children reach appropriate developmental milestones - by the time of the 27-30 month review, by the time the child starts primary school and by the end of Primary 4). This multi-agency team established the following six groups to drive forward this work: Early support for pregnancy and beyond; Attachment and child development beyond maternity services and the 27-30 month child health review; Continuity of care in transitions between services; Developing parenting skills through Family Engagement to support early learning; Addressing child poverty; and, Improving attainment at primary 4.

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.

In planning our services and allocating resources we will focus on addressing the social gradient in terms of families’ access to good quality, early childhood experiences. To achieve this we will continue to deliver high quality, universal early years’ services which build family capacity and confidence and to provide additional support for those children most in need.

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

### What high level actions will we take?

Action	Delivered by	Lead
Develop early years services in all localities and increase the range of services provided through partnership working and more flexible use of resources	August 2015	Aileen McLean
Identify approaches to improve readiness for school including literacy, numeracy and health and wellbeing	August 2015	Aileen McLean
Develop and deliver the Psychology of Parenting Project in Edinburgh (a cluster-based approach to begin with, building to a whole city approach)	March 2016	Donny Scott
Work with partners to develop a ‘Childcare Guarantee’ based on the Edinburgh Guarantee model to encompass childcare to support employment and training and universal breakfast and after-school club provision	March 2016	Vivienne Robinson
Explore options for school holiday activity and care provision for children with additional support needs	August 2015	Carol Chalmers
Increase access to early learning and childcare for all 3-4 year olds and eligible 2 year-olds to 600 hours per year	August 2015	Aileen McLean
Evidence use of wellbeing indicators to consistently and holistically assess and meet needs across all children’s service delivery	March 2016	Aileen McLean

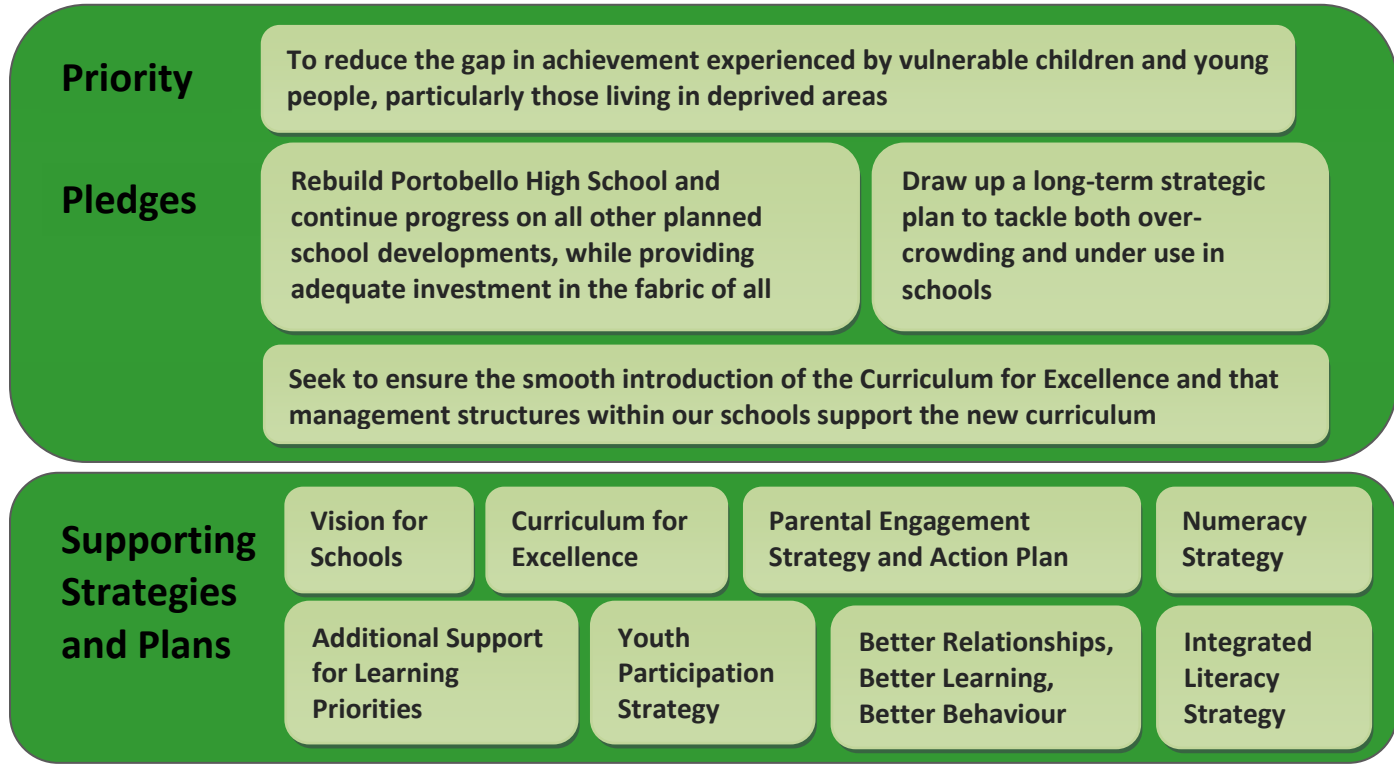
Action	Delivered by	Lead
Ensure local delivery of an identified range of parent support interventions and use feedback data to inform future priorities and influence practice	March 2016	Pat Southall
Further develop opportunities for participation in Family Learning in targeted schools and nurseries	March 2016	David Bruce
Improve levels of literacy and numeracy at P1	August 2016	Aileen McLean
Continue to improve the quality of early years settings as assessed by Education Scotland and the Care Commission	August 2016	Aileen McLean
Implement the quality assurance framework for 0-3 in all establishments	August 2015	Aileen McLean
Ensure early intervention and support continues throughout the entire school programme	March 2016	Aileen McLean
Further develop transition from nursery to primary	March 2016	Aileen McLean
Further develop affordable childcare	March 2016	Aileen McLean
Improve the focus on Early Years and parental engagement	March 2016	Aileen McLean
Improvement and commitment to the development of pre-birth to three services will continue, including services for children aged 2 years who meet the criteria for 600 hours of early learning and childcare	March 2016	Aileen McLean
Further develop the Outdoor Play Programme through training programmes and pathways for continued professional development	March 2016	Aileen McLean

## How will we measure progress?

Indicator	Latest Performance	Targets			Note	Lead
		2015/16	2016/17	2017/18		
Number of early learning and childcare hours per year provided for children receiving their entitlement in Local Authority provision	600	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	99.4%	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 2014, there was 1 P1 class in 1 school with a class size of 26 due to an excepted pupil on Placing Appeal. The data relates to 26 pupils out of 4,590.	Moyra Wilson
Percentage of Care Commission inspection reports evaluating 'Quality of Care and Support' as good or above	94.3%	95%	96%	97%	A Growing Up in Scotland project report has shown that children who experienced high quality care were more likely to show better language skills by age five, irrespective of their skills at age three and their background characteristics.	Aileen McLean
Percentage of children entering mainstream P1 with a baseline numeracy score of 85 or more	90%	92%	92%	92%	The data is based on analysis of standardised tests administered to P1 pupils at the start of term 2014. As it is a standardised assessment the aim is to maintain performance. It is acknowledged that this is not an ideal measure but remains in the plan as a proxy.	Aileen McLean
Percentage of children entering mainstream P1 with a baseline literacy score of 85 or more	88%	90%	90%	90%		
Number of parents and young children participating in family learning opportunities in targeted establishments	1,350	1,350	1,350	1,350	The aim is to maintain at 1,350	David Bruce

**Strategic Outcome 2  
Led by Andy Gray**

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



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, creative learning and volunteering. 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 national Senior Phase benchmarking tool, *Insight*, has been developed which provides extensive data regarding

measurements of improvement, including in literacy and numeracy, improving attainment for all, tackling disadvantage by improving the attainment of lower attainers relative to higher attainers and positive destinations. 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 reading.

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.

### What high level actions will we take?

Action	Delivered by	Lead
Improve numeracy at all levels	August 2016	Karen Prophet
Increase opportunities to develop citizenship and wellbeing through accreditation of all schools as Rights Respecting Schools	March 2016	David Bruce
Ensure that those at risk of being educationally disadvantaged, particularly those living in deprived areas, are identified early and collaborative support is targeted	June 2016	Karen Prophet
Improve outcomes for all children and young people, including the lowest achieving pupils	June 2016	Karen Prophet
Continue to increase the use of joint practice by neighbourhood/strategic groups senior leaders to identify strengths and areas for improvement in performance as part of the ongoing strategies for further improvement	March 2016	Karen Prophet
Continue to engage with partners to develop different pathways for individual young people	March 2016	Karen Prophet
Ensure children and young people with a disability are engaged with and enjoy attending school	March 2016	Karen Prophet
Maintain a range of opportunities for participation in non-formal learning activities	March 2016	David Bruce
Increase overall participation in universal youth work	March 2016	David Bruce



Action	Delivered by	Lead
Ensure there is clarity regarding child's planning including format of plans and expectations of meetings, involvement of parents, young people and partners	March 2016	Karen Prophet
Ensure that all schools provide opportunities to have a say in the running of the school, and are asked for feedback on their learning experiences	March 2016	Karen Prophet
Ensure there are consistent approaches across all schools to assessing and responding to risks and needs	March 2016	Karen Prophet
Improve engagement with parents	March 2016	Moyra Wilson
Continue to increase the use of more robust self-evaluation to ensure up-to-date, high quality information which is used to guide change in order to improve outcomes for young people	September 2015	Karen Prophet
Develop effective self-evaluation involving key strategic leads to inform future plans	September 2015	Karen Prophet
Further embed Curriculum for Excellence	June 2016	Karen Prophet
Recognise and profile wider achievement as part of a broad and general education and develop measures to support performance monitoring on wider achievement	March 2016	David Bruce
Strengthen support for children with additional support needs	March 2016	Martin Vallely
Increase and develop contact time in classroom with non-teaching professionals	March 2016	Karen Prophet
Continue to improve the quality of education as part of moving schools from 'good to great'	June 2016	Karen Prophet
Improve community engagement	March 2016	David Bruce
Understand and address the reasons why so many parents make out of catchment requests and encourage local children to attend local schools and encourage local children to attend local schools	June 2016	Moyra Wilson
Continue to improve attendance and reduce exclusions	April 2016	Moyra Wilson
Roll out the new Better Relationships, Better Learning, Better Behaviour Procedure to all establishments	April 2016	Moyra Wilson

## How will we measure progress?

Indicator	Latest Performance	Targets			Note	Lead
		2015/16	2016/17	2017/18		
Percentage of pupils gaining 5+ SCQF awards at Level 6	30.4%	30.8%	-	-	Data is pre-appeal. No targets set beyond 2015/16 due to the change in the exam system. The indicator used to measure attainment will change when new benchmark indicators are developed. The national average was 28.1%.	Karen Prophet
Percentage of pupils gaining 5+ SCQF awards at Level 6 in the 20% most deprived areas (Scottish Index of Multiple Deprivation)	8.7%	12.6%	-	-	Data is pre-appeal. No targets set beyond 2015/16 due to the change in the exam system. The national average was 12.6%. The aim is to close the gap in achievement experienced by those living in the most deprived areas in the city.	Karen Prophet
Average tariff score for looked after children	87	In line with or above the national average			Latest data is taken from the Scottish Government publication 'The Educational Outcomes for Looked After Children' published in June 2014. National performance was 116. The aim is to close the achievement gap experienced by those who are looked after.	
Percentage of half days attended by pupils in mainstream primary schools	95.5%	95.6%	95.7%	95.8%	Key attendance strategies regularly discussed with schools and Education Welfare Service. Monitoring of standards at central and school level undertaken on a regular basis. Latest data relates to school year 2013/14 and is taken directly from SEEMIS. No national data is available for 2013/14.	Moyra Wilson
Percentage of half days attended by pupils in mainstream secondary schools	93.0%	93.1%	93.2%	93.3%		
Percentage of half days attended by pupils in special schools	90.4%	90.6%	90.6%	90.6%		
Number of children and young people learning to play a musical instrument through the Instrumental Music Service (IMS) and the Youth Music Initiative (YMS)	10,136	10,250	10,350	10,500	Continue to ensure that children living in households /areas where access to arts and culture is traditionally low are fully supported to participate at no cost.	Linda Lees
Number of pupils in mainstream schools accessing instrumental music tuition	4,614	4,850	4,950	5,100	Edinburgh currently offers free tuition in every school according to school roll. This makes a significant contribution to SQA and other accredited awards in music.	Linda Lees

Indicator	Latest Performance	Targets			Note	Lead
		2015/16	2016/17	2017/18		
Number of children and young people accessing screen and media education who gain accredited awards as a result	133	140	150	160	The majority of participants live in areas of multiple deprivation.	Linda Lees
Number of young people participating in the Duke of Edinburgh Awards programme	5,071	5,000	5,000	5,000	Record numbers of young people are participating in the scheme. The aim is to maintain the current participation levels.	Robin Yellowlees
Number of young people achieving Duke of Edinburgh Awards (Gold, Silver and Bronze)	658	627	658	691	Latest performance is for the year to 31 March 2015 and is the highest recorded to date with 46 gold, 164 silver and 448 bronze .	Robin Yellowlees
Percentage of young people achieving Duke of Edinburgh awards who live in deprived areas	19%	20%	21%	22%	The data relates to those who have started an award and who live in a deprived area based on the 30% most deprived areas in Scotland using the Scottish Index of Multiple Deprivation. The figure is likely to be underestimated as 20% of those entering data do not provide their postcode.	Robin Yellowlees
Number of schools with Rights Respecting School Award (at all levels)	17	25	60	All schools	The data includes the 3 stages of the award – Record of Commitment, level 1 and level 2. Further increases in figures will be dependent on securing funding for delivery of the awards.	Margo Morris
Number of children and young people achieving a John Muir Award through school and the Outdoor Learning Centres	1,036	1,150	1,270	1,400		Robin Yellowlees
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.	David Bruce

## Strategic Outcome 3 Led by Alistair Gaw

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

### Priorities

To improve and extend help and support for children and families at an early stage so that fewer children need to be looked after

To improve outcomes for children in need, particularly those who need to be looked after and those with a disability

### Pledge

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

### Supporting Strategies and Plans

Corporate Parenting Action Plan

Balance of Care Project Plan

Edinburgh Joint Carers' Strategy

City of Edinburgh Council Adoption Plan

Integrated Literacy Strategy

Self-Directed Support Act

Strategic Plan for Children with disabilities

Additional Support for Learning Improvement Plan

We know that the needs of vulnerable children are best met in stable family situations and that looked after children (LAC) often experience poorer outcomes than their peers. We therefore want to support families earlier and more effectively when concerns are first identified and will encourage activities, allocate resources and support communities that provide a caring environment for children and young people in need.

We want to improve outcomes for all our children in need by focusing our attention on providing help and support at an early stage and working in partnership to address assessed needs as quickly possible. We also want to develop more integrated support services and strengthen the coordination role of the key worker or lead professional to minimise the number of interventions that families experience whilst maximising the impact of the allocated resource. Schools and associated support services will work together to improve attainment and wellbeing for all children and particularly for children in need.

By improving support for children and families at home, and in communities, we want to reduce the *need* for children to be accommodated and to be in a stronger position to invest more in early and effective identification and prevention work.

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.

### What high level actions will we take?

Action	Delivered by	Lead
Deliver all actions in the city's <i>Looked After Strategy</i> and <i>Corporate Parenting Action Plan</i>	March 2016	Scott Dunbar
Develop deliverable and safe alternative(s) to secure accommodation for young women at risk	March 2016	Scott Dunbar
Expand the range of foster care and placements available	March 2016	Scott Dunbar
Raise the attainment levels of looked after children and young people through a range of targeted actions within school settings and as part of the <i>Curriculum for Excellence</i>	June 2016	Karen Prophet
Increase access to social and leisure activities for children with a disability within universal services	March 2016	Carol Chalmers
Develop the <i>Transition of Young People from Children's to Adult Services</i> policy to take into account the implications of Self-Directed Support	July 2015	Carol Rice
Develop the <i>Children and Young People's Autism Strategy for Edinburgh</i> – to extend the <i>Children and Families Autism Plan</i> to include key priorities for all children with Autism	March 2016	Martin Vallely
Develop the pupil/carer survey to include specific questions on levels of support provided and satisfaction with this	March 2016	David Maguire
Develop performance measures to allow monitoring of whether children with a disability are able to access the appropriate supports to enable them to experience improved outcomes	March 2016	Carol Rice
Develop locality-based ASL service delivery option	March 2016	Martin Vallely
Ensure young carers are identified, recorded and supported	December 2015	Donny Scott
Analyse the pathway and outcomes from the positive identification of domestic abuse during routine enquiry	March 2016	Anna Mitchell

Action	Delivered by	Lead
Develop tools to support Named Persons when they are working with children affected by domestic abuse	March 2016	Anna Mitchell
Provide earlier support to families experiencing difficulties (with a specific focus on substance misuse and domestic violence) to reduce the need for children to become looked after	March 2016	Donny Scott
Improve knowledge and understanding of Getting it right core components	March 2016	Martin Vallely
Evidence use of wellbeing indicators to consistently and holistically assess and meet needs across all children's service delivery	March 2016	Martin Vallely
Review availability of support provision to take account of <i>Self-Directed Support</i>	December 2015	Carol Chalmers
Provide specific parenting support and/or programmes for families of children with a disability	March 2016	Carol Chalmers
Carry out Section 23 assessments as quickly as possible and ensure identified needs are met	March 2016	Carol Chalmers
Improve engagement with parents and carers to ensure they are involved in service planning and design for children and young people with a disability	March 2016	Carol Chalmers
Create a clear documented approach to how the Self-Directed Support legislation will be applied to the wider children in need agenda	March 2016	Carol Chalmers
Introduce consistent outcomes framework to support planning and commissioning of services for all children and young people from vulnerable groups	March 2016	Donny Scott
Work to ensure all Child's Plans record review dates for actions and monitor progress appropriately	March 2016	Martin Vallely
Place greater emphasis on the needs/experiences of disabled pupils, with more joined-up services	March 2016	Carol Chalmers
Develop the skills for learning, life and work required for young people in special schools to move into and sustain an appropriate post-school destination	March 2016	Rosie Wilson

## How will we measure progress?

Indicator	Latest Performance	Targets			Note	Lead
		2015/16	2016/17	2017/18		
Number of children who need to be looked after (rate per 1,000 0-17)	(July 2014) 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
Percentage of the looked after children population that is in kinship care	(July 2014) 25%	26%	27%	28%	The introduction of the Kinship support team has improved capacity to support kinship carers.	Scott Dunbar
Percentage of children placed with City of Edinburgh Council foster carers	(July 2014) 55%	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
Number of young people in secure accommodation	(July 2014) 13	8	8	8		Scott Dunbar
Average tariff score for looked after children	(2012/13) 87	90	100	110	Latest data is taken from the Scottish Government publication 'Educational Outcomes of Looked After Children' published in June 2014. National performance was 116.	Karen Prophet
Percentage of looked after children in a positive destination six months after leaving school	(2012/13) 65%	70%	75%	80%	See note above. National performance was 62%.	Karen Prophet
Percentage of Section 23s assessed within target timescales	40%	42%	44%	46%	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. Continuous improvement targets have been set. Targets may have to be revised to take self-directed support into account.	Carol Chalmers
Percentage of children receiving a service before 1 April 2014 to have a self-directed support (SDS) plan	23%	56%	100%	100%	The aim is for all existing service users to transfer to one of the four options within three years from the implementation of the Act.	Carol Chalmers
Percentage of children with a disability in mainstream secondary schools saying they enjoy learning in school	75%	75%	-	77%	Data is taken from the biennial self-evaluation survey undertaken in schools. Data refers to April 2015.	Diana Dodd



We want all children and young people in Edinburgh to have the opportunities, encouragement, support and guidance which maximise their chances to grow up being healthy, confident and resilient and developing positive relationships. We know that children learn better, achieve more and have better life chances when they are healthy and happy.

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, good social and emotional skills and participating in meaningful activities at home, school and in their communities. Good mental health allows children and young people to develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults. 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.

Wherever possible, we will continue to support partnership working which shifts the emphasis from crisis management to prevention and early intervention, reduces health inequality between children and young people across Edinburgh and delivers responsive and appropriate physical and mental health services that have been designed to meet their needs.

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



## What high level actions will we take?

Action	Delivered by	Lead
Offer S5/S6 pupils opportunities to become peer mentors in mental and emotional health programme e.g. <i>Cool, Calm and Connected</i>	December 2015	Patricia Santelices
Engage secondary school staff with <i>Mental Health First Aid for Children and Young People</i>	March 2017	Patricia Santelices
Engage voluntary sector youth work staff and school nurses with <i>Mental Health and First Aid</i>	September 2015	Luisa Walker
Increase staff awareness of how best to support children and young people's mental health and deal with wellbeing concerns through roll out of the <i>Supporting Children and Young People</i> guides and associated training ( <i>Teenage Brains &amp; Behaviour, Confident Staff, Confident Children</i> etc.)	March 2016	Patricia Santelices
Increase parental awareness of how best to support their children's mental health and wellbeing and improve relationships through universal programmes in primary and secondary schools (e.g. <i>Raising Children and Raising Teens with Confidence</i> )	March 2016	Patricia Santelices
Explore rollout of <i>Safe Talk</i> to residential childcare staff and children	August 2015	Rachel King
Establish a programme to create a <i>Healthy Respect</i> drop-in in or near to all Edinburgh schools	September 2015	Kirsten Kernaghan
Make <i>Healthy Families Healthy Children</i> (HFHC) available to all staff through the CEC CPD programme	March 2016	Cath Morrison
Continue to publicise the package of measures ( <i>HFHC, H4U, Get Going</i> , clinical service) in place within schools and communities	August 2015	Cath Morrison
Adapt programmes in line with emerging evidence from the national <i>Child Healthy Weight</i> group and aim for a city wide agreement on school-based prevention programmes	September 2015	Cath Morrison
Engage selected secondary schools in <i>Decipher-Assist</i> programme and provide appropriate staff to support delivery of the programme	June 2017	Colin Lumsdaine
Develop and agree shared care pathways for tier 3 and tier 4 services; Identify and address gaps in service provision to support young people with problematic substance misuse and commission as required	March 2016	Robert Keightley

Action	Delivered by	Lead
Engagement of young people in development of the <i>Young People's Substance Misuse</i> service and service evaluation	March 2016	Robert Keightley
Edinburgh primary schools will be encouraged to participate in <i>NHS Lothian Smoke Free Homes and Zones</i> project	June 2016	Colin Lumsdaine
CEC youth work services and youth services funded by CEC will review smoking/tobacco policies	September 2016	Colin Lumsdaine
Ensure consistent delivery of <i>SHARE</i> programme in all secondary schools in Edinburgh	September 2015	Gael Cochrane
Introduce <i>Zero Tolerance Respect</i> programme to Edinburgh primary schools	December 2015	Helen Smart
Develop 'test of change' with young women at risk of non-attendance at school to better engage them in learning and reduce risk of unintended pregnancy	March 2016	Dona Milne
Further develop and strengthen sport, physical activity and outdoor learning provision	March 2016	David Bruce
Further develop support with <i>Mental Health and Wellbeing</i>	March 2016	David Bruce
Raise awareness of, and educate about, healthy lifestyle choices, including healthy eating and promoting greater take-up of school meals	March 2016	David Bruce

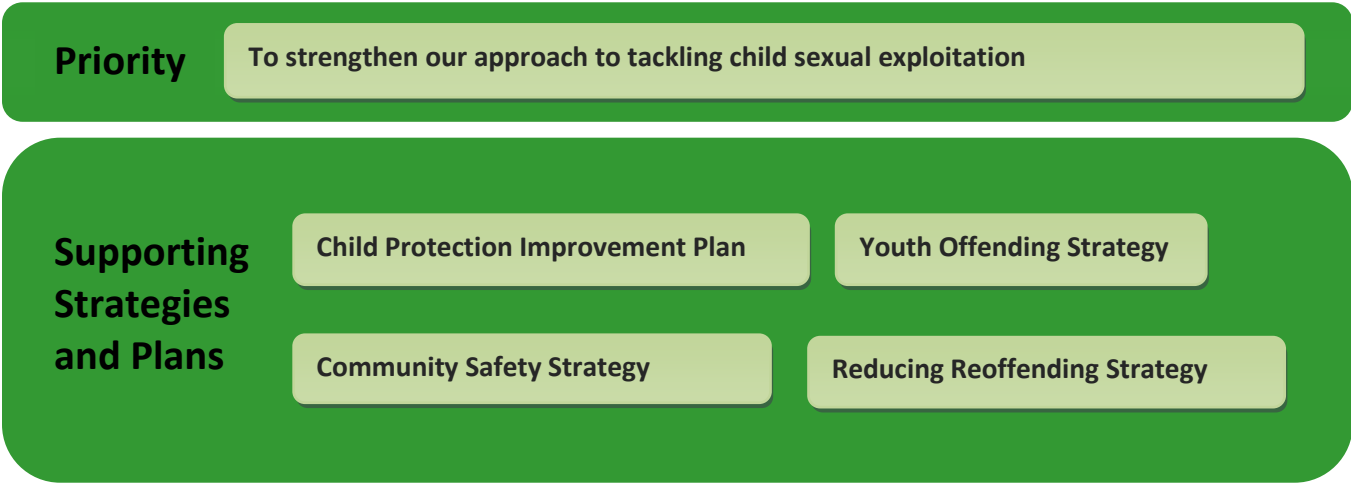
## How will we measure progress?

Indicator	Latest Performance	Targets			Note	Lead
		2015/16	2016/17	2017/18		
Percentage of primary schools delivering 2 hours quality curriculum PE (P1 to P7)	88%	100%	100%	100%	Latest data shows a decline in the number of schools able to meet the PE target with 11 schools not meeting the target. This is due to increasing school rolls particularly at the lower stages. For some schools this issue will be alleviated when new facilities are built.	Karen Prophet Robin Yellowlees
Percentage of secondary schools delivering 2 periods quality curriculum PE (S1 to S4)	96%	96%	96%	100%	Latest data shows a sustained number of schools meeting the target with only Portobello High School not meeting the 2 periods per week of PE. This situation will be rectified when the new school is built.	Karen Prophet Robin Yellowlees
Percentage of special schools delivering 2 hours quality curriculum PE (averaged across school)	83%	100%	100%	100%	Two schools are not meeting the target, in one case this is because the children in question would not manage to sustain 2 hours of PE during a week, and instead 90 minutes is more appropriate.	Rosie Wilson Robin Yellowlees
Percentage of P1 pupils who are at risk of obesity	10.4%	8.1%	8.0%	7.9%	Data is for the City of Edinburgh Council area and refers to school year 2013/14. The Edinburgh figure is now above the national average of 10.1%.	David Bruce
Rate (per 1,000) of teenage pregnancies amongst under 16 year olds	6.3	7.4	7.4	7.4	The NHS Lothian target is 7.4 per 1,000. Latest data refers to the year ending December 2012 and is for the Edinburgh Community Health Partnership Area. The national rate was 6.1 for the same period. The data was published in June 2014.	David Bruce

Indicator	Latest Performance	Targets			Note	Lead
		2015/16	2016/17	2017/18		
Percentage of 15 year olds who are regular smokers	(2010) 6%	-	-	4%	Latest data taken from the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2014. Data is only available at the local level every 4 years. Performance improved from 2010 when it was 13% and exceeded the target of 10%. National performance improved from 13% to 10%.	David Bruce
Percentage of 15 year olds drinking once a week or more	(2010) 14%	-	-	10%	Latest data taken from the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2014. Data is only available at the local level every 4 years. Performance improved from 2010 when it was 18% and exceeded the target of 15%. National performance improved from 20% to 17%.	David Bruce
Percentage of 15 year olds who have used or taken drugs in the previous month	(2010) 9%	-	-	7%	Latest data taken from the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) 2014. Data is only available at the local level every 4 years. Performance improved significantly from 2010 when it was 11% and exceeded the target of 10%. National performance improved from 11% to 9%.	David Bruce
Percentage of primary children who say they can ask for help when they need it	(2012/13) 87.5%	-	91%	-	A total of 12,157 pupils in 63 primary schools 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. The target to reach by 2014/15 was 89%.	David Bruce

**Strategic Outcome 5  
Led by Alistair Gaw**

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



It is impossible to achieve all other aspirations for our children and families if they are not safe.

We are applying the learning from significant case reviews and from research to help us to recognise risk factors more quickly and to engage more effectively, both directly with children and young people and with their families. We are reshaping some of our services to respond at an early stage to those with recognised vulnerabilities and will continue to improve our child protection services with a focus on earlier support, engagement with children and families and self-evaluation.

Tackling child sexual exploitation (CSE) in Edinburgh is a key priority. Coinciding with the publication of the Independent Inquiry into Child Sexual Exploitation in Rotherham (1997 – 2013) and the publication of Scotland’s National Action Plan to tackle Child Sexual Exploitation, we are strengthening our approach to dealing with this issue. This will include the development of multi-agency policy, strategy and guidance for operational staff, increased public awareness and staff training. We have tested out a multi-agency model for identifying and tackling risk of CSE to specific young people. The learning from this operation (including direct feedback from practitioners) has been presented to the Child Protection Committee and will inform our future strategy and procedure on CSE.

When a young person’s behaviour deteriorates or escalates, we are concerned both for the community and individuals affected, including the offending young person. We have taken steps to review our procedures for managing children and young people who pose a significant risk of harm to others and these are continuing to be disseminated through training and awareness raising.

We are improving our capacity to provide support to families to build their capacity in a way that can sustain longer term change and improvement in outcomes for children and young people.

Through our approach to implementing Getting it right for every child, our Inter-Agency Child Protection Procedures and our data sharing agreements, we are continuing to improve information-sharing among agencies to enable effective responses to causes for concern.

Through effective leadership of child protection services, we have continued to build a culture of learning and self-evaluation which is contributing to improved practice and improved safety for our most vulnerable children.

## What high level actions will we take?

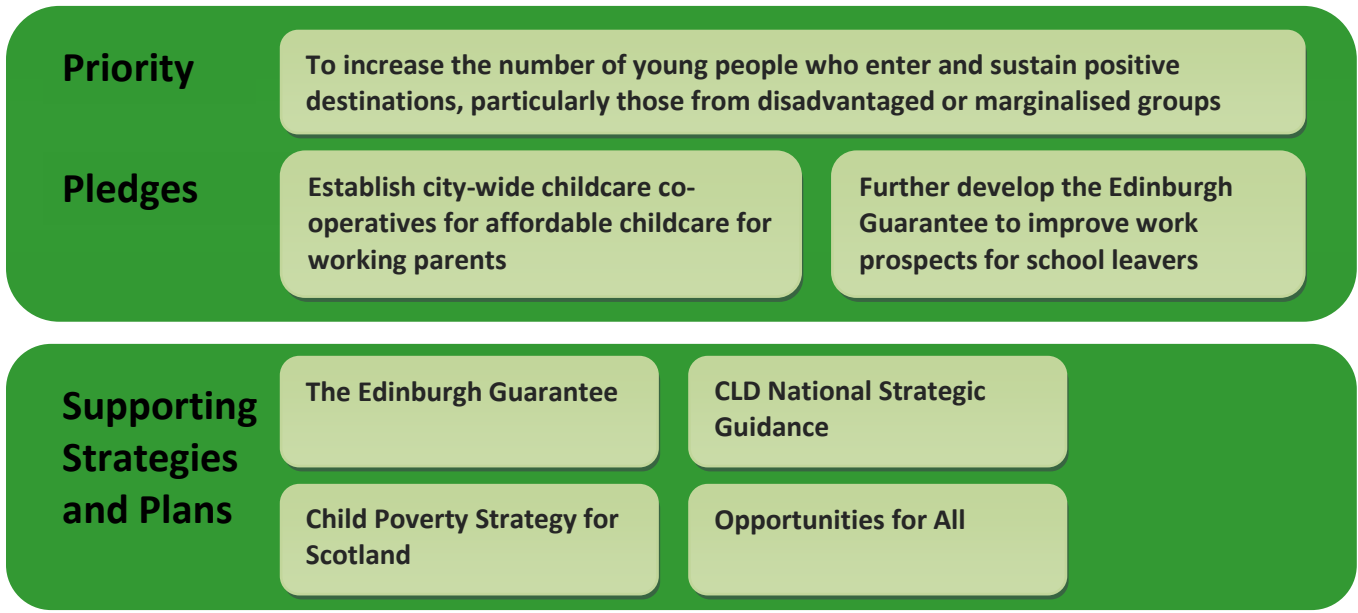
Action	Delivered by	Lead
Develop an inter-agency child sexual exploitation strategy and procedure for the City of Edinburgh	December 2015	Gareth Blair
Improve identification, recording and awareness of domestic abuse. Incorporate data into performance reporting to the <i>Quality Assurance Sub-Committee of the Child Protection Committee</i>	December 2015	Alwyn Bell
Divert more young people, who are already subject to legal orders, away from referral to the Children's Hearing system by use of early and effective interventions and flexible approaches to policing	December 2015	Donny Scott
Through the <i>Quality Assurance Sub-Committee of the Child Protection Committee</i> , single-agency and multi-agency guidance on chronologies will be reviewed to ensure consistency. Guidance will then be re-issued to the multi-agency workforce. Relevant information about a child and family will be shared and decisions will be based upon all available information.	March 2016	Andy Jeffries
As part of our programme of child protection self-evaluation, a statistically viable sample of our chronologies will be reviewed on a single-agency basis against an agreed template	March 2016	Andy Jeffries
Children and young people who are offending/or at risk of offending are identified and personalised plans developed	March 2016	Steve Harte
Develop a clear strategy which reflects how we actively involve children and their families in the design and delivery of services	March 2016	Sean Byrne
Continue to promote the Children and Families policy to prevent and respond to bullying and prejudice	March 2016	Diana Dodd
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	March 2016	Andy Jeffries
Implement the Safe and Together approach to families affected by domestic abuse and evaluate its outcomes for children	March 2016	Andy Jeffries
Monitor and follow procedures for dealing with the number of <i>Children Missing from Education</i>	March 2016	Moyra Wilson

## How will we measure progress?

Indicator	Latest Performance	Targets			Note	Lead
		2015/16	2016/17	2017/18		
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	86%	88%	90%	92%	The latest data refers to young people exiting the Youth Offending Service between April 2012 and March 2013. The target is to increase each year.	Donny Scott
Number of children (rate per 1,000 aged 8-16) referred to SCRA on offence grounds	(2013/14) 6	6	6	6	The target is to maintain the good performance. National performance was 6.	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	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 very good at dealing with bullying	73%	80%	85%	90%	In the 2014 survey the threshold for the question was raised from 'good or fairly good' to 'good or very good'.	Diana Dodd
Percentage of mainstream primary pupils who say they feel safe at school	88%	95%	96%	97%	Data is taken from the pupil wellbeing survey which last took place in 2012/13. New data will be available from the 2014/15 survey in June 2015.	Diana Dodd
Percentage of mainstream secondary pupils who say they feel safe and cared for at school	75%	81%	88%	95%		

**Strategic Outcome 6  
Led by Andy Gray**

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



We know that poverty experienced during childhood can have a profound and lasting impact. ‘In Scotland today, over 1 in 5 children lives in poverty. It affects their health, their education, their connection to wider society and their future prospects for work’ (Joseph Rowntree Foundation, 2014). In Edinburgh, every local authority ward registers child poverty rates of 10% or more after housing costs, with the highest registering over 35% (End Child Poverty, 2013). The number of children living in poverty is projected to increase during the current decade.

We will work to provide services which help to mitigate the impact of poverty and inequality on children as well as develop strategies and actions to break cycles of disadvantage and inequality. There will be a greater focus on removing the barriers that families living in poverty face to being able to support their children’s learning. We will also work to challenge and reduce the stigma and discrimination that affects people living in poverty. We will follow the Child Poverty Strategy for Scotland and focus on its three identified priorities: Maximising Household Resources (**Pockets**); Improving children’s wellbeing and life chances (**Prospects**); and, Children from low-income households live in well-designed, sustainable places (**Places**).

We will also promote social inclusion by working with partners to increase opportunities and pathways to further learning and sustainable employment. As a result, through active engagement in learning and work, people will be more able to contribute to, and be part of, their communities.

Through partnership working, we can provide children and young people with the opportunities to gain essential skills for work and for their personal and social lives and provide the support to make best use of these. In this way we can do our best to make sure that children and young people make the transition to adulthood with positive options, making positive choices, thus giving them the best possible start into a life which is free from poverty.



## What high level actions will we take?

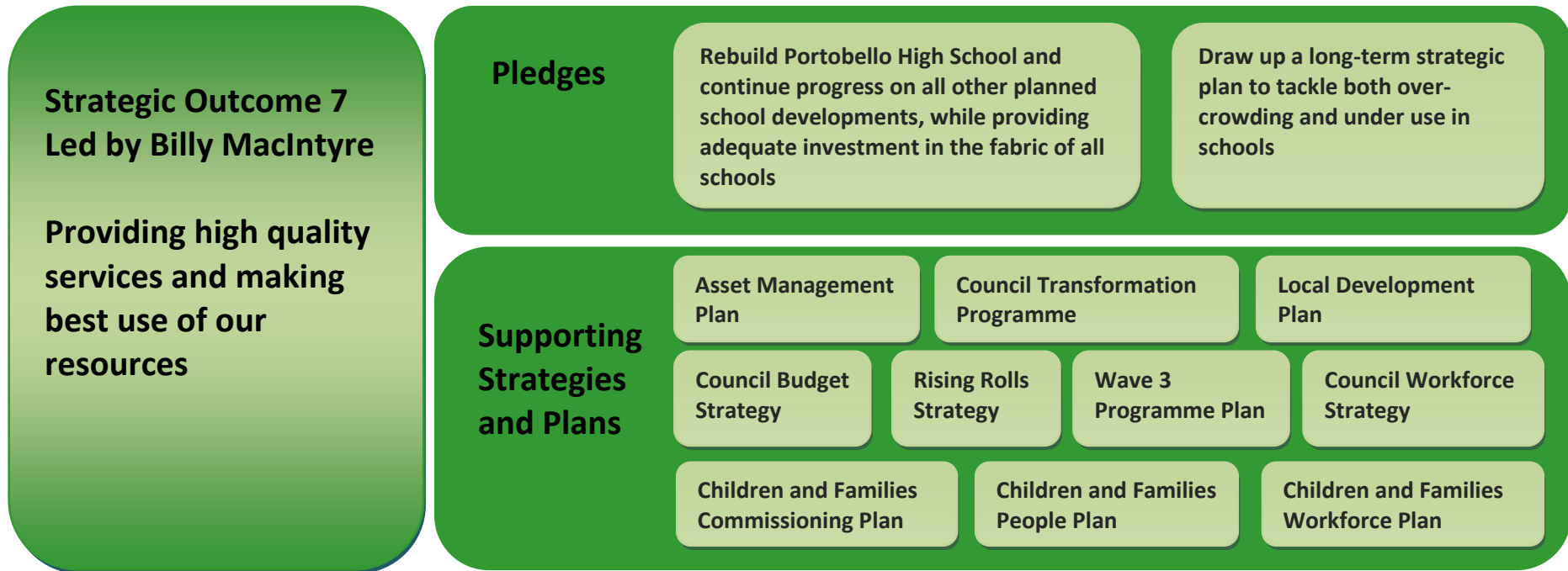
Theme	Action	Delivered by	Lead
Pockets	Develop measures to 'poverty proof' the school day, starting with a pilot in a small number of schools based on the learning from Newcastle and Glasgow	March 2016	David Bruce
	Development of more flexible and affordable childcare to meet the needs of families on a low income	December 2015	Aileen Mclean
	Work in partnership with foodbanks to better understand the reasons why families in poverty are using their services	September 2015	John Heywood
Prospects	Develop a range of youth literacies (including financial literacy) programmes in deprived areas	March 2016	David Bruce
	Provide a range of learning opportunities for personal and social development for children and young people within deprived communities	March 2016	David Bruce
	Increase the number of young people, particularly those living in deprived areas, who enrol in Edinburgh College	July 2016	Jane Handley
	Improve attendance at school and early years establishments, and attainment and achievement of young people	June 2016	Karen Prophet
	Reduce the attainment gap between the lowest achieving pupils and their peers across the city	June 2015	Karen Prophet / Moyra Wilson
	Further develop family engagement, including strong home-school partnerships and particularly for 'hardly reached' families	March 2016	Moyra Wilson
	Increase participation in high-value achievement awards (e.g. Duke of Edinburgh's Award), particularly by young people living in poverty	March 2016	David Bruce
	Increase participation in employability-related adult learning, including literacy, numeracy and ESOL	December 2015	David Bruce
	Support <i>Healthy Start</i> and the uptake of vouchers	August 2015	Graham Mackenzie

Theme	Action	Delivered by	Lead
	Develop more breakfast club provision to ensure access for all children living in poverty	August 2015	Aileen Mclean
	Continue to develop the Edinburgh Guarantee and Activity Agreements	March 2016	Karen Prophet
	Build stronger links with FE/HE, and employers, business and industry	March 2016	Karen Prophet
Places	Identify and develop more safe places to play	December 2015	Aileen Mclean
	Work in partnership with local people to build community resilience and increase co-production of services	December 2015	David Bruce
	Investigate, with other service areas, measures to reduce and prevent homelessness amongst young people	September 2015	John Heywood

### How will we measure progress?

Indicator	Latest Performance	Targets			Note	Lead
		2015/16	2016/17	2017/18		
Percentage of pupils gaining 5+ SCQF awards at Level 6 in the 20% most deprived areas (Scottish Index of Multiple Deprivation)	8.7%	12.6%	-	-	Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. Not targets set beyond 2015/16 due to the change in the exam system. The national average was 12.6%. The aim is to close the achievement gap experienced by those living in the most deprived areas in the city.	Karen Prophet
Percentage of leavers from mainstream schools who enter a positive destination	91.2%	Exceed the national average			Data is from the initial survey, sourced in September following leaving mainstream school. The national average was 92.3%.	Karen Prophet

Indicator	Latest Performance	Targets			Note	Lead
		2015/16	2016/17	2017/18		
Percentage of leavers from mainstream schools who are in a follow-up positive destination	(2012/13 leavers) 91.0%				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. Target was reached in 2011/12 and maintained in 2012/13.	
Percentage of leavers from special schools who go on to appropriate and/or positive destinations	68.2%	70%	70%	70%	Latest data is for leavers from school session 2013/14 and 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
Percentage of young adults achieving all or part of their agreed learning goals	90%	92%	95%	97%		David Bruce



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 in which are high quality and delivered in an efficient and effective way supported by financial stability. We will continue to do this with high levels of risk management and good business continuity arrangements 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 will help guide and inform our work with other providers and ensure that our resources support service delivery that not only improves outcomes but also achieves best value.

## What high level actions will we take?

Action	Delivered by	Lead
Implement the <i>Children and Families Asset Management Plan</i>	March 2016	Billy MacIntyre
Respond to the educational infrastructure requirements arising from the additional housing identified in the <i>Local Development Plan</i> and to rising rolls	March 2016	Billy MacIntyre
Develop a consistent outcome based approach to child planning across the service area and in partnership activity to measure performance effectively	March 2016	Donny Scott
Implement <i>Workforce Plan</i> , particularly with regard to recruitment of teachers and ensuring staff have the appropriate skills and services benefit from the best skill mix	March 2016	Gillian Hunt
Implement <i>People Plan</i> and continue to develop it by responding to staff feedback, immediate priorities are responding to feedback with regard to workload and confidence in the management of change	March 2016	Gillian Hunt
Reduce bureaucracy and consequently increase direct work with service users	March 2016	Alistair Gaw / Andy Gray
Ensure that commissioning, grant funding and contracting processes consistently reflect service area priorities and deliver improved outcomes	March 2016	Alistair Gaw / Andy Gray
Strengthen support for school leadership at all levels	March 2016	Karen Prophet
Give greater accountability to head teachers and strengthen accountability <ul style="list-style-type: none"> <li>Develop a greater understanding of the work/roles of head teachers and investigate opportunities for exploring good practice</li> <li>Incentivise head teachers and teachers to work in schools in challenging circumstances</li> </ul>	March 2016	Karen Prophet
Complete Year Three of the <i>Parental Engagement Action Plan</i>	March 2016	Moyra Wilson
Continue to improve ICT systems and equipment	March 2016	Billy MacIntyre
Contribute towards the development and implementation of a framework to support a systematic approach to joint self-evaluation	March 2016	Jon Ferrer
Continue to ensure there are clear, meaningful connections within the Council's planning framework and with other national planning frameworks, and that children's services planning responds to the requirements of the <i>Children and Young People's Act</i>	March 2016	Karen Brannen
Continue to ensure robust performance monitoring at all levels across children's services	March 2016	Karen Brannen

## How will we measure progress?

Indicator	Latest Performance	Targets			Note	Lead
		2015/16	2016/17	2017/18		
Revenue outturn as a % of the annual budget	100%	100%	100%	100%	The revenue outturn position for 2014/15, subject to audit, is balanced	Billy MacIntyre
Percentage of days lost due to staff sickness absence across Children and Families	3.94%	Maintain below 3.94%	Maintain below 3.94%	Maintain below 3.94%	The target is to continue to reduce sickness absence levels.	Mairi Grealis
Percentage of days lost due to staff sickness absence for teaching staff	3.14%	Maintain below 3.14%	Maintain below 3.14%	Maintain below 3.14%	The target is to continue to reduce sickness absence levels.	Andy Gray
Pupil:teacher ratios across all primary and secondary schools	14.9	Maintain at 14.9 or below	Maintain at 14.9 or below	Maintain at 14.9 or below	Edinburgh is currently ranked 31 out of 32 Authorities with regard to Pupil:teacher ratios. The target for 2015/16 is to maintain at the 2014/15 level of 14.9 or below.	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	90%	100%	100%	100%	Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. National average was 83%.	Billy MacIntyre / Service for Communities
Percentage of secondary school condition assessed at Level A or B	78%	100%	100%	100%	See above note. National average was 84%.	
Percentage of special school condition assessed at Level A or B	100%	100%	100%	100%	See above note. National average was 73%.	

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

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**HAPPY TO TRANSLATE**

ترجمے کے لئے حاضر آনندےر সঙ্গে انوباد کررب

يسعدنا توفير الترجمة MOŻEMY PRZETŁUMACZYĆ 很樂意翻譯

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