

Education, Children and Families Committee

10am, Tuesday, 24 May 2016

Standards and Quality Report 2016

Item number	8.3
Report number	
Executive/routine	
Wards	

Executive summary

The purpose of this report is to advise the Education, Children and Families Committee of the Standards and Quality Report 2016.

The Standards and Quality Report 2016 is our annual performance report. It highlights the good progress and improvement achieved across all children's services over the period April 2015 to March 2016, together with the areas requiring continued improvement. Progress refers to the outgoing Children and Families Service Plan 2015-18 and describes progress towards the seven key strategic outcomes and the priorities as described in the plan.

Links

Coalition pledges	P1 – P6
Council outcomes	CO1 – CO6
Single Outcome Agreement	SO3

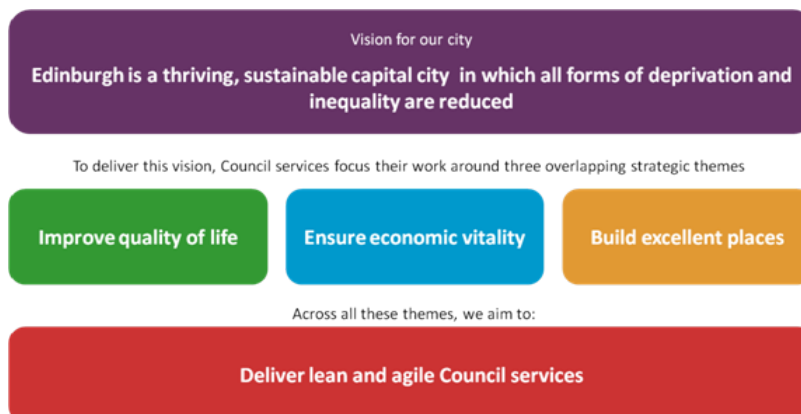
Standards and Quality Report 2016

Recommendations




- 1.1 It is recommended the Education, Children and Families Committee notes the content of the Standards and Quality Report 2016.

Background

- 2.1 Children and Families is committed to continuous improvement with service planning and performance monitoring at the core. The production and publication of an annual service plan and standards and quality report is now well-established as part of the planning and performance framework.
- 2.2 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.
- 2.4 The Council's Performance Framework is set out in the diagram below and takes account of the Council's vision for the City, and the three strategic themes which guide the work of all services. Across all these themes, we are committed to providing best value for the people of Edinburgh and to deliver lean and agile Council services.
- 2.5 Performance Indicators within this report provide an update on progress towards delivery of the Council Strategic theme: [improve quality of life](#).



Main report

- 3.1 The purpose of this report is to advise the Education, Children and Families Committee of the Standards and Quality Report 2016.
- 3.2 The Standards and Quality Report 2016 highlights the good progress and improvement achieved across all Children and Families Services over the period April 2015 to March 2016. 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 for 2015-18 contains a set of indicators and key action for each Strategic Outcome which we have used to measure progress. The Technical Appendix to the Standards and Quality report contains detail of how well we have performed as measured by these indicators and gives a progress update against each action. Below is a summary of whether the indicators have met their targets:
-  27 indicators have met or exceeded target
 -  18 indicators have met target within agreed tolerances
 -  9 indicators have not met the target
 -  5 indicators are 'data only' – do not have a target set either because this is not appropriate or because
- 3.4 2015/16 has been a year of significant change within the organisation as we reshape services to continue to make improvements, achieve necessary savings and respond to significant budget pressures. These changes involve delivering children's services within a new Communities and Families service now including responsibility for libraries and sports facilities amongst other areas. Consequently, this will be the last Children and Families Standards and Quality Report in the current format

Measures of success

- 4.1 The annual Standards and Quality Report lays out in detail what progress has been towards meeting the agreed set of Strategic Outcomes and priorities. The technical appendix sets out progress made against the full set of performance indicators and actions presented in the Children and Families Service Plan 2015-18.

Financial impact

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

Risk, policy, compliance and governance impact

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

Equalities impact

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

Sustainability impact

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

Consultation and engagement

- 8.2 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

[Children and Families Service Plan 2015-18](#)

Alistair Gaw

Acting Executive Director of Communities and Families

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Links

Coalition pledges	<p>P1 – Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P2 – Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations</p> <p>P3 – Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools</p> <p>P4 – Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</p>
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P5 – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum

P6 – Establish city-wide co-operatives for affordable childcare for working parents

Council outcomes

CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed

CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities

CO3 – Our children and young people in need, or with a disability, have improved life chances

CO4 – Our children and young people are physically and emotionally healthy

CO5 – Our children and young people are safe from harm or fear of harm, and do not harm others within their communities

CO6 – Our children's and young people's outcomes are not undermined by poverty and inequality

Single Outcome Agreement

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

Appendices

Standards and Quality Report 2016 (with Technical Appendix)



Standards and Quality Report

Children and Families 2016

getting
it right
for every child



Foreword

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 and shows continued improvements in our services and outcomes for children and young people across the city.

Staff and Managers are determined to further improve the services we deliver, in the context of declining budgets and increasing demand, and to ensure that we target our efforts and resources where they are most needed. 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. The hard work, commitment and resilience of staff was displayed recently through the unforeseen and unprecedented requirement to close a number of schools for safety reasons. Large numbers of staff, both school and centrally based, worked collaboratively to implement alternative arrangements to minimise the disruption to children's learning and care.

We have successfully managed to fulfil the Scottish Government's commitment to maintain teacher numbers and the pupil:teacher ratios in our schools and the commitments in the Children and Families Asset management plan delivering new standalone extensions at 7 primary schools and three new nurseries. There continue to be improvements in educational attainment with pupils making better than expected levels of improvement in reading and maths and the percentage of school leavers achieving literacy and numeracy levels 4 and 5 improving for the fourth year in a row. We will continue to focus on improving attainment while seeking to reduce the attainment gap, particularly for those living in our most deprived areas and other disadvantaged groups such as looked after children.

The highly successful pilot phase of the '1 in 5 Raising Awareness of Child Poverty in Edinburgh' featured an event which highlighted the issue of children living in poverty as one which appears across the whole of the city and sought to examine the cost of the school day and challenge poverty-related stigma.

We continue to engage well with parents through the Consultative Committee with Parents 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.

For 2016/17 I remain committed and determined to continue to build on successes and further improve outcomes for all children and young people in Edinburgh.



Councillor Paul Godzik
Convener of Education, Children and Families Committee

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Introduction

I am very pleased to present our Children and Families Standards and Quality Report for 2016. The report covers the period from April 2015 to March 2016 and sets out how our services have performed during this time. 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.

2015/16 has been a year of significant change within the organisation with several service reviews starting throughout the year as we reshape services to continue to make improvements, achieve necessary savings and respond to significant budget pressures. These changes involve delivering children's services within a new Communities and Families service now including responsibility for libraries and sports facilities amongst other areas. Further information can be found in the Council's Business Plan for 2016-2020. Consequently, this will be the last Children and Families Standards and Quality Report in the current format.

Delivery of children's services continues to be underpinned by a number of key strategies and plans including:

- The Edinburgh Guarantee to increase the number of young people leaving school into a positive destination
- The inter-agency Corporate Parenting Action Plan to improve opportunities and outcomes for children who are Looked After
- Our inter-agency Child Protection Improvement Plan
- The Getting It Right For Every Child approach now strengthened through new legislation
- The Parental Engagement Strategy with the accompanying action plan
- Our Asset management 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, where we aim to improve and what we will do next.



Alistair Gaw
Acting Executive Director of Communities 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 are working to advance equality and rights, tackle discrimination and foster good relations across all our working relationships. We promote respect and integrity 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

1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed	
Priority for Improvement:	Improve support in early years so that all children reach appropriate developmental milestones
Capital Coalition Pledges:	Establish city-wide childcare co-operatives for affordable childcare for working parents Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations
2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities	
Priority for Improvement:	Reduce the gap in achievement experienced by vulnerable children and young people, particularly those living in deprived areas
Capital Coalition Pledges:	Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools Draw up a long-term strategic plan to tackle both over-crowding and under use in schools Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
3. Our children and young people in need, or with a disability, have improved life chances	
Priorities for Improvement:	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
Capital Coalition Pledge:	Increase support for vulnerable children, including help for families so that fewer go into care
4. Our children and young people are physically and emotionally healthy	
Priority for Improvement:	Improve mental health and wellbeing outcomes for children and young people
5. Our children and young people are safe from harm or fear of harm, and do not harm others	
Priority for Improvement:	Strengthen our approach to tackling child sexual exploitation
6. Our children's and young people's outcomes are not undermined by poverty and inequality	
Priority for Improvement:	Increase the number of young people who enter and sustain positive destinations, particularly those from disadvantaged or marginalised groups
Capital Coalition Pledges:	Establish city-wide childcare co-operatives for affordable childcare for working parents Further develop the Edinburgh Guarantee to improve work prospects for school leavers
7. Providing high quality services and making best use of our resources	
Capital Coalition Pledges:	Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools Draw up a long-term strategic plan to tackle both over-crowding and under use in schools

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

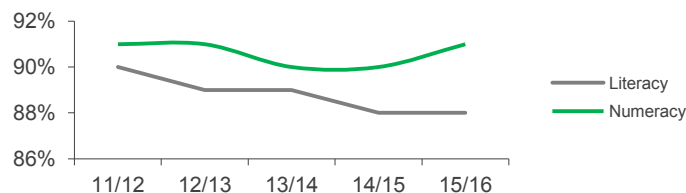
How are we doing?

- A recent study from *Growing up in Scotland* highlighted the link between very good grades for quality of care and support and subsequent achievement at school. Almost all centres were awarded grades of good or very good for this theme.

Kirkliston Primary nursery class was awarded a grade of *excellent* for Meeting Learning Needs. Inspectors praised *'the range of stimulating and relevant activities to meet children's interests both indoors and in the very well-developed outdoor area'*

- Established the *Quality Assurance Group for Birth to Three* to provide a quality assurance framework for staff in early years centres working with babies and young children
- *Building the Ambition* provides detailed, practical guidance on the experiences and interactions necessary to deliver high quality Early Learning and Childcare for babies, toddlers and young children
- *Nursery to P1 Transition* helped children settle into their new learning environment and contributed to building good relationships between parents and school

Pupils entering P1 with a baseline Literacy and Numeracy score of more than 85



- 52 *Breakfast Clubs* (delivered to 55 schools) are accessed by primary aged children from across the city
- The annual early years conference 2015, now in its 10th year, was attended by over 300 delegates from across the early years sector and focused on the new national guidelines *Building the Ambition*

- 17 active *Early Years Collaborative* projects in Edinburgh address a range of issues to improve outcomes for children



Royal visit by Countess of Strathearn

- Eligible three and four year olds have access to 600 hours of early learning and childcare in all council early years settings and the majority of partner provider settings
- Development and design of nurseries at Wardie and Fox Covert was undertaken using coproduction and co-operative principles with members of their respective communities
- Improved opportunities for outdoor play and learning delivered at several early years settings
- *Early Years Strategic Development Officer* created to support voluntary playgroups
- 22 *Incredible Years* and 10 *Triple P* parenting programmes delivered to 259 parents and carers (63% of these living in areas of high deprivation) as part *Psychology of Parenting*, resulting in 68% of children no longer in high risk behaviour strategy
- More than 100 *PEEP* groups have run with over 600 parents and carers learning together with their children across early years settings Edinburgh

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
- Further develop affordable childcare
- Continue to 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
- 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*
- More provision for participation in *Family Learning* will be delivered to *ESOL* and Bi-lingual parents in targeted areas
- Ensure early intervention and support continues throughout the entire school programme
- Embed and ensure the sustainability and provision of support for parents and carers across all 4 localities. This includes coordinating universal parenting programmes taking place in early years settings such as *PEEP* and *RCWC* and also targeted support as part of the *Psychology of Parenting Project*.
- Support the *Children's Parliament* to evaluate and disseminate the findings of their investigative work with children on bullying

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

How are we doing?

- *Self Improving System* in Edinburgh schools implemented as a key strategy in moving schools from *good to great*
- One secondary school was inspected by Education Scotland in 2015/16 receiving two evaluations of *very good* and three of *good*
- The entitlements of the *Broad General Education of Curriculum for Excellence* have now been implemented and schools are in year three of the implementation of the new qualifications
- Continued improvements in attainment including 31.9% of pupils gained five or more Highers, up from 30.4%, above the national average of 29.3%
- During 2014/15, 5,071 young people participated in the *Duke of Edinburgh Award* with 46 gold, 164 silver and 448 bronze awards achieved with 19% of young people starting an award living in Edinburgh's deprived areas
- In 2014/15, attendance at primary was down from 95.5% to 95.1%, at secondary it was down from 93.0% to 92.5%
- Permanent exclusions remained at 0 in 2014/15, down from 21 in 2011/12
- 8.3 (down from 10, national figure is 9.0) pupils per 1,000 excluded at primary and 37.9 (down from 39, national figure is 49.6) at secondary in 2014/15
- *Inclusion Co-ordinator* advises schools on alternatives to exclusion and provides support to challenging child planning meetings
- The *Better Relationships, Better Learning, Better Behaviour* Strategy, Policy and Procedure, including de-escalation strategies, have been rolled out to all schools following a wide consultation process
- 66 schools (55 primary, 4 secondary and 7 special) now registered and working at various stages of *Rights Respecting School Award*
- 187 talented young dancers and 17 youth companies from across central Scotland performed at *DanceFest 2016* with representation from the specialist dance department at Broughton High School



- Nearly 19,000 children and young people were learning to play a musical instrument through the *Instrumental Music Service* and the *Youth Music Initiative* and over 5,000 pupils in mainstream schools accessed the free instrumental music tuition
- In November 2015 500 pupils from *Edinburgh's Instrumental Music Service* performed in the annual *Fanfare Concert* at Tollcross Central Hall
- 641 pupils from 19 secondary schools, 26 primary schools and 3 special schools performance in *Resonate* concerts at the Queen's Hall in March 2016
- 2 *Creative Learning Interdisciplinary Learning* projects engaged with 876 pupils and 60 staff from 4 secondary schools, 7 primary schools and 3 special schools

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
- Continue to ensure the smooth introduction of the *Curriculum for Excellence* and that management structures within our schools support the new curriculum
- Continue to deliver strategies to improve children and young people's health and wellbeing
- Continue to improve employability skills to support all young people to a sustained positive destination
- Continue to develop the self improving approach to school improvement and further develop cluster and locality collaborations between schools and wider partnerships to support this
- The revised attendance procedure for schools, developed in consultation with school staff, senior managers and partner agencies, will be rolled out to schools
- Establish a working group on alternatives to exclusion to review present guidance in line with the new National Guidance on exclusions to be launched
- Continue to monitor attendance on a regular basis, specifically attendance below agreed levels and attendance of Looked After Children
- Discuss areas of concern with schools and disseminate good practice
- Monitor through discussions and survey how the *Better Relationships, Better Learning, Better Behaviour* Strategy, Policy and Procedure is embedding into all schools
- Continue to promote local schools for local children through media campaigns and open days
- Continue to improve attainment in literacy and numeracy at all levels
- Increase opportunities to develop citizenship and wellbeing through accreditation of schools as *Rights Respecting Schools*
- 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 that all schools provide opportunities for children and young people to have a say in the running of the school, and are asked for feedback on their learning experiences
- Recognise and profile wider achievement and develop measures to support performance monitoring
- 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
- Continue to improve the quality of education as part of moving schools from *good to great*

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

How are we doing?

- 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 improved from 16.9 to 16.8 (14.9 nationally)
- *Foster with Edinburgh* campaign successful in attracting new foster carers with 518 enquiries received during 2014/15 and 29 new carers approved



- 60% of children placed with a foster carer are placed with City of Edinburgh Council foster carers
- Fostering Network's *Head, Heart and Hands* project continued in 2014/15 with 59 carers and 19 staff being trained in Social Pedagogy
- 23% of looked after children are in kinship care
- 41 children left care through adoption in 2014/15
- Elected member led *Corporate Parenting Member Officer Group* now well established and monitoring progress of the *Corporate Parenting Action Plan*
- 65% of looked after children were in a sustained positive destination after leaving school during 2014/15 (73% nationally)
- 85% of looked after children achieved 1 or more qualification at SCQF level 3 or better (88% nationally)
- 443 young people receive a service from the *Throughcare and Aftercare team*
- 68% of formerly looked after children had a pathway plan in place as at end of July 2015 (up from below 10% in 2010/11)
- Southhouse, Edinburgh Families Project, Drylaw and Northfield residential units hold gradings of *very good* for all four Quality Themes as assessed by *Care Commission*
- 100% of residential care homes have achieved level one *Health Promoting Unit* status with each unit having a dedicated *Health Promoting Unit* coordinator
- 16 secondary schools supported focus group interviews of children with disability-related additional support needs
- Pupils from Pilrig Park took place in a dance workshop with Philip Martin-Neilson from *Les Ballet Trockadero*. The workshop took place as part of the Festival Theatre's outreach work.
- 78% of children who have a disability in mainstream secondary education say they enjoy learning at school (up from 62%)
- 133 out of the 169 children assessed under the new self-directed support process have had a personal budget approved with 35% of the 236 existing service users transferred to one of the four options of self-directed support (the target is 100% by end of April 2017)
- Increased access to social and leisure activities for children with a disability within universal services including Saturday drop-in sessions organised each week in four community centres providing access to the service for the whole family
- All pupils from special schools pupils attended a second Relaxed pantomime performance, this year *Snow white and the Seven Dwarfs* at the King's Theatre on 14 January
- The *Early Years Centre Occupational Therapy Service* was transferred to NHS on 1 October 2015 under a 3 year service level agreement

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
- Continue to 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*
- Support all schools to engage in a professional learning programme for all staff to promote equalities with a particular emphasis on children and young people with autism
- Use the response to questions on levels of support provided and satisfaction with this for families of children with disabilities to develop an overview of what parents of children with disabilities think of services across Edinburgh and how they would like to see them improved.
- Recruit a Play scheme Co-ordinator to overview the day to day running and to link into the schools involved, so that good communication is shared about individual children's needs with the sector providers
- We plan to incorporate elements of the outcomes monitoring framework which are appropriate to the play scheme service.
- Improve consistency in the quality and availability of disability services provision

Our children and young people are physically and emotionally healthy

How are we doing?

- 70% of primary schools delivered cycle training in 2014/15 delivered by the city's Active Schools team
- 60% of P6 (2,153) pupils received cycle training
- 57% of those tested in 2014/15 passed swimming level C5 and considered safe swimmers

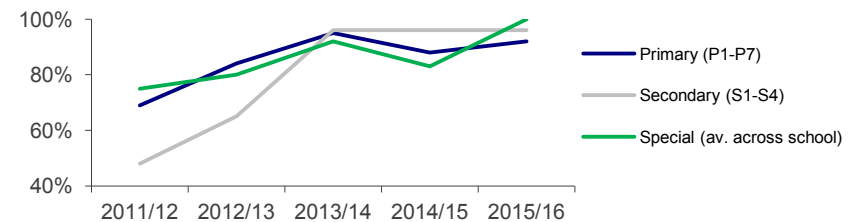


Primary Swimming and Diving Gala, Royal Commonwealth Pool

- 5.7 pregnancies per 1,000 in under 16-year olds in 2011-13, down from 8.8 in 2008/09 (5.3 nationally, published in July 2015)
- 9.4% of P1 pupils in 2014/15 were assessed as at risk of obesity, down from 10.4% and below the national average of 9.8%
- *Scottish Schools Adolescent Lifestyle and Substance Use Survey 2014* shows reductions in smoking, drinking and drug use

- 114 staff from schools, CEC, Police Scotland and the Voluntary Sector trained in the *Mentor in Violence Prevention* programme, supporting the Mentors in their work of changing attitudes and the culture in their schools and communities where bullying and gender violence may take place
- Over 400 parents and carers attended the universal programmes *Raising Teens with Confidence* and *Raising Children with Confidence* across schools and settings in Edinburgh

Schools delivering 2 hours/periods quality curriculum PE



- 92% of primary schools, 96% of secondary schools and 100% of special schools met the PE target of 2 hours/periods per week
- 95% of those attending *Raising Teens with Confidence* and *Raising Children with Confidence* reported increased awareness of promoting children's mental health and wellbeing and improved relationships with their children
- A total of 117 parents and carers attended targeted *Teen Triple P* parenting groups
- 85% of those who attended targeted *Teen Triple P* parenting groups reported improvements in their teenager's behaviour and the way they were able to deal with their teenager's behaviour

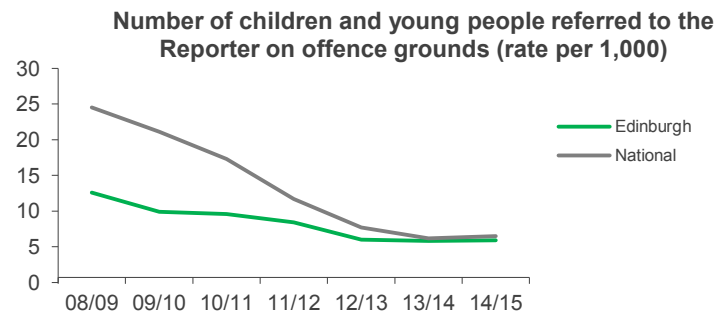
What we will do next

- Improve mental health and wellbeing outcomes for children and young people
- Engage secondary school staff with *Mental Health First Aid for Children and Young People*
- Continue to support staff and increase 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.)
- Continue to offer support to parents and carers on promoting children's mental health and wellbeing and improving relationships through universal programmes in primary and secondary schools (e.g. *Raising Children and Raising Teens with Confidence*) and targeted parenting programmes (eg Teen Triple P)
- Continue to support schools in ensuring delivery of 2 hours/periods of quality curriculum PE
- Develop and support resilience work taking place with pupils in Primary and Secondary schools

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

How are we doing?

- In 2014/15, 5.9 per 1,000 children were reported to the *Scottish Children's Reporter Administration* for offending, a slight increase on the 2013/14 figure of 5.8 but below the national figure of 6.5
- 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 (195 in 2014/15, down from 732 in 2008/09)



- 67% of pupils said that the school was *good or very good* at dealing with bullying
- Robust procedures are in place to enable all schools to meet their duty in relation to *Children Missing from Education*
- Edinburgh's child protection services were judged to be *good* by the *Care Inspectorate* at the last integrated inspection of children's services
- Around 290 children are on the *Child Protection Register* in Edinburgh
- Of the 396 children registered on the *Child Protection Register* during 2015/16, 32 were deregistered within the previous two years.

- 77% of initial and pre-birth case conferences took place within timescales
- *Electronic Interagency Referral Discussion* tool (eIRD) continues to be upgraded as required to meet operational demands
- We have produced an inter-agency learning and development strategy covering child protection, adult protection and domestic abuse
- With over 1,700 inter-agency child protection training places offered, we now deliver more inter-agency training than ever before
- We have developed inter-agency training and guidance to support our staff to tackle child sexual exploitation and developed an inter-agency action plan to tackle sexual exploitation across the lifespan
- We have worked in partnership with *Barnardo's Scotland* to undertake specialist *Sexual Exploitation Risk Assessment Framework* assessments of young people
- A strategic assessment was undertaken in 2015 by the violence against women partnership and will be repeated every three years. This analyses all statistical data in relation to violence against women in Edinburgh in order to identify trends and priorities

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
- Continue to promote the Children and Families policy to prevent and respond to bullying and prejudice
- Extend the Children's Parliament project investigating children's thoughts about bullying to a further four schools
- Review and update the guidance on the procedures in place to enable all schools to meet their duty in relation to Children Missing from Education
- Develop a more efficient and co-ordinated community-based response to domestic abuse initially guided by finding out what people who have been affected by domestic abuse and have tried to get help think, alongside hearing from staff in a range of services about their awareness and experience of domestic abuse
- Evaluate the work of Strathclyde University on better understanding of learning disabilities with a view to sharing it with all secondary schools

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

How are we doing?

- Eight primary schools taking part in the *Scottish Attainment Challenge* to identify, prioritise and implement activities to achieve improvements in literacy, numeracy and health and wellbeing outcomes for children living in deprived areas
- 11.8% of pupils living in the most deprived areas of the city gained five or more awards at SCQF Level 6 or above, up from 8.7%, below the national average of 12.7%
- 31.9% of all pupils gained five or more awards at SCQF Level 6 or above, up from 30.4%, above the national average of 29.3%



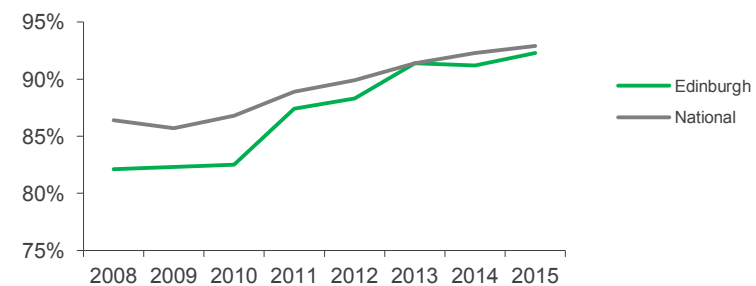
Participants at the '1 in 5' event

- Five primary schools and one secondary school took part in the highly successful pilot phase of the *1 in 5 Raising Awareness of Child Poverty in Edinburgh Project* designed to examine the cost of the school day and challenge poverty-related stigma
- 112 school staff and partners attended a highly effective Creative Conversation on poverty led by a young care leaver

'A really useful and thought provoking session. Made me begin to think about how I can make children in my class aware of child poverty and how I can ensure I am supporting children living in or just above the poverty line' Teacher participant at the '1 in 5' event

- Accredited learning offered to adult learners in communications, numeracy, problem solving, working with others, IT, childcare and ESOL, through a flexible but structured program allowing learners to learn at their own pace, gain confidence, recognise their capabilities and transfer skills to other areas in their lives
- *Career Ready*, a two-year programme aimed at fifth and sixth year students, now established in all secondary schools
- Continued commitment to the *Edinburgh Guarantee* has resulted in 505 identified opportunities for young people in 2015/16

School leavers entering positive destinations



- 92.3% (up from 91.2%) of school leavers from 2014/15 entered positive destinations from mainstream schools (national average was 92.9%)
- 93.1% (up from 91.2%) of school leavers from 2013/14 were in a sustained positive destination, ahead of the national average of 91.7%

What we will do next

- Make better use of existing data on our children living in poverty to improve understanding of who and where they are

Reduce the gap in achievement experienced by vulnerable children and young people, particularly those living in deprived areas by focussing on the following actions:

- Make available the 1 in 5 Raising Awareness of Child Poverty training to all schools and other appropriate professionals in Edinburgh in order to reduce the cost of the school day, challenge poverty-related stigma and raise awareness and understanding amongst key professional staff of the impact of poverty on the experience of childhood itself, on the experience of education and on future outcomes
- Prioritise work with families to improve children's learning at home, including building strong relationships between parents and schools (through, for example, delivery of FAST and Schools Partnership) and through supporting schools to build strong relationships with 'hardly reached' families, particularly through social and unofficial contact
- Develop an Equity Framework for Communities and Families to remove cost barriers and ensure equality of access to educational opportunities for children living in poverty.
- Increase access to and the quality of early learning and play experiences for children experiencing poverty, including developing more safe play spaces and strengthening support for child development in the early years, particularly early language and literacy development.

Maximise family incomes by focussing on the following actions:

- Provide material support to families with young children experiencing financial crisis

- Build partnerships with money advice services, including trial support with Benefits claims and financial advice at or near identified primary schools in one of the new Localities to boost take up of available support
- Ensure that affordable and accessible breakfast clubs are available for all primary school children who wish to attend them
- Establish city-wide childcare co-operatives for affordable childcare for working parents – ensuring that these are highest possible quality for children
- Increase the number of young people who enter and sustain positive destinations, particularly those from disadvantaged or marginalised groups

Increase the number of young people who enter and sustain positive destinations, particularly those from disadvantaged or marginalised groups by focussing on the following actions:

- Further develop the *Edinburgh Guarantee* to improve work prospects for school leavers
- Increase participation in employability-related adult learning, including literacy, numeracy and ESOL
- Increase participation by children and young people from low income families in universal youth work, including high-value achievement awards
- Increase participation in employability-related adult learning, including literacy, numeracy and ESOL
- Agree and implement additional measures to reduce and prevent homelessness amongst young people

Providing high quality services and making best use of our resources

How are we doing?

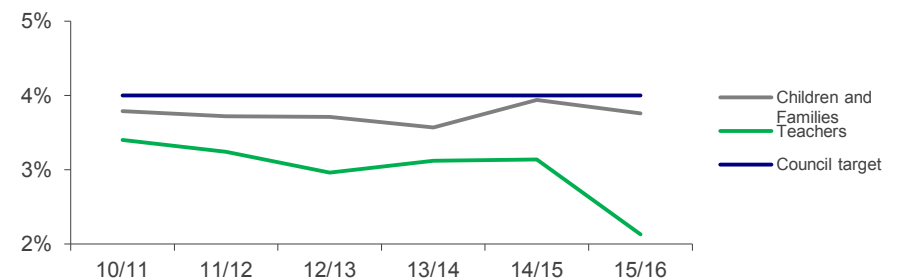
- Balanced revenue budget for the sixth consecutive year
- New methodology for allocation of *Positive Action* funding based on *Scottish Index of Multiple Deprivation* approved, along with methodology for evaluating its effective use
- Progress on the *Children and Families Asset Management Plan* monitored on a six-monthly basis by the Education, Children and Families Committee
- New standalone extensions at Clermiston, Flora Stevenson, Gilmerton, James Gillespie's, Pentland, Ratho and Wardie primary schools
- New temporary annexe for South Morningside Primary School was opened at the refurbished former Deanbank Resource Centre



- Three new nurseries (Fox Covert, Wardie and Duddingston) opened with innovative designs and exciting features such as playzones, views to nature and integrated technology, bringing early learning into the future

- The five bedded residential resource, Hillview, which was used for families who require overnight crisis provision in Edinburgh merged with Seaview
- 4,900 people took part in this year's parent/carer survey across Edinburgh's schools – a further increase of 6% on the previous survey with results showing parents and carers being very positive about their child's experience at school

Staff sickness absence









- Staff sickness absence across Children and Families improved from 3.94% to 3.76% with teaching staff absence reaching a low of 2.14%, both within the Council target of 4%
- Continued to build on good risk management to develop the risk maturity of the service
- First authority in Scotland to roll out a Noro Virus toolkit for schools with Lothian NHS
- Defibrillators now installed in all Corporate Council buildings, Secondary and Special Schools

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*
- Further develop the Schools Partnership work with school staff, parents and the local community and the Scottish Parent Teacher Council
- Establish a new working group to draw up a new Parental Engagement Action Plan
- Respond to the educational infrastructure requirements arising from the additional housing identified in the Local Development Plan and to rising rolls
- Finalise consultation with parents/carers on the Scottish Government's intention to increase funded early learning and childcare hours from 600 to 1140 for 3 and 4 year olds and eligible 2 year olds by 2020
- Ensure that commissioning, grant funding and contracting processes consistently reflect service area priorities, are shaped by service user feedback and deliver improved outcomes


Children and Families Standards and Quality Report 2016 Technical Appendix

SO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed						
Indicator	2013/14	2014/15	2015/16	Current Target	Status	Latest Note
	Value	Value	Value			
Number of early learning and childcare hours per year provided for children receiving their entitlement in Local Authority provision	475	600	600	600		Eligible three and four year olds have access to 600 hours of early learning and childcare in all council early years settings and the majority of partner provider settings.
Percentage of P1 pupils in class sizes of 25 or fewer	99%	99.4%	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 2015, there were no P1 classes with a class size of more than 25. The data relates to 0 pupils out of 4501.
Percentage of Care Commission inspection reports evaluating 'Quality of Care and Support' as good or above	79%	94.3%	Not Available	-		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. The Care Commission have not yet published summary information for 2015/16.
Percentage of children entering mainstream P1 with a baseline numeracy score of 85 or more	90%	90%	91%	92%		This figure does not include the figures from the Gaelic Medium School
Percentage of children entering mainstream P1 with a baseline literacy score of 85 or more	89%	88%	88%	90%		This figure does not include the figures from the Gaelic Medium School
Numbers of parents and young children participating in family learning opportunities in targeted establishments	1,350	-	5,210	1,000		The data now includes participation in a number of large scale one-off events which accounts for the large increase.
Action	Progress					
Improve levels of literacy and numeracy at P1	All schools in Edinburgh follow a progressive phonics programme eg Literacy Rich and SEAL maths. High quality of CPD to improve teacher confidence and attainment is delivered and evaluated every year. All schools have literacy and numeracy as a focus on their improvement plans. Planned, purposeful play provides opportunities to embed and apply children's learning.					
Continue to improve the quality of early years settings as assessed by Education Scotland and the Care Commission	Good practice noted in positive inspection reports has been shared. Detailed progress report available in the 'Early Years Strategy Report' presented to Education, Children and Families Committee on 24 May 2016.					
Implement the quality assurance framework for 0-3 in all establishments	The quality assurance framework is now implemented in all establishments.					
Ensure early intervention and support continues throughout the entire school programme	Support and advice provided to staff in primary one in early literacy and numeracy programmes.					
Further develop transition from nursery to primary	Transition document has now been updated with detailed progress presented to the Education, Children and Families Committee in the Early Years Strategy Report.					
Further develop affordable childcare	New contracts issued to 4 childcare providers to provide affordable childcare across a wider range of families. All children in early years can access increased hours of early learning and childcare.					

Action	Progress
Improve the focus on Early Years and parental engagement	Funding has been provided in order to improve the focus on Early Years and parental engagement. Projects supported include the Big Bedtime Read and the development of elearning courses. Further information available in the Early Years Strategy Report to Education, Children and Families Committee on 24 May 2016.
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	Increased resources have been made available to provide eligible 2 year olds with the option to take up services.
Further develop the Outdoor Play Programme through training programmes and pathways for continued professional development	Further training and CPD opportunities provided in early years and accessed by 474 staff. The opportunities have included outdoor play and learning, forest schools and loose parts play.
Develop early years services in all localities and increase the range of services provided through partnership working and more flexible use of resources	New services have been opened in localities. The development and design of nurseries at Wardie and Fox Covert was undertaken using coproduction and co-operative principles with members of their respective communities. Availability of affordable childcare has been improved.
Identify approaches to improve readiness for school including literacy, numeracy and health and wellbeing	Trackers for literacy and numeracy have been developed for use in the ante and preschool years to help staff ensure that children are making good progress in these areas. There is a focus on health and wellbeing indicators and accreditation schemes for early years setting including 'Healthy Early Years', Creating Confident Kids and PEEP.
Develop and deliver the Psychology of Parenting Project in Edinburgh (a cluster-based approach to begin with, building to a whole city approach)	Government-backed Psychology of Parenting Project (PoPP) has been implemented in Edinburgh. 22 Incredible Years parenting groups and 10 Triple P parenting groups delivered in Early Years settings.
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	<p>Subsidised Childcare We have moved from managing grants to commissioning and have a contract for 15/17 for approx. 750 subsidised childcare places per year in four locations, targeted towards supporting low income household parents progressing to work or training. This contract is managed by Capital City Partnership who monitor the impact and outcomes of approximately 750 subsidised childcare places in four locations.</p> <p>Childcare Information Enhance and increase accessibility to up to date information on childcare places, availability and prices with the development of an interactive website which is updated directly by providers. Following the advice of ICT colleagues, the decision was reached not to proceed with a bespoke, designed website. An interactive site with searchable features is being developed as part of the move to a new IT provider. The Scottish Government has commissioned an update of the Scotland wide Childcare Information Website which is scheduled to go live in June 2016. This will provide an updated version for use by parents.</p>
Increase access to early learning and childcare for all 3-4 year olds and eligible 2 year-olds to 600 hours per year	The entitlement for all 4 year olds and eligible 2 and 3 year olds to be offered their entitlement of 600 hours as recommended in the Children and Young People's Act (2014) has been achieved. New nurseries will open in August 2015 at Wardie PS, Fox Covert campus and Duddingston PS. Further new nurseries are planned for Davidson Mains, Longstone, Granton, St Johns Portobello and Corstorphine. Facilities for two year olds have opened in St Josephs/Broomhouse and are underway in Gylemuir and Clermiston.
Evidence use of wellbeing indicators to consistently and holistically assess and meet needs across all children's service delivery	An Edinburgh Wellbeing Outcomes Framework (based on the wellbeing indicators) has been developed and piloted. Training is now complete and all centres have implemented the framework.
Ensure local delivery of an identified range of parent support interventions and use feedback data to inform future priorities and influence practice	Clear accessible information, co-ordination of parenting programmes, staff training and improved signposting for parents and carers and staff who work with families, has been developed and is disseminated within each locality by Parent and Carer Support team.









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


Indicator	2013/14	2014/15	2015/16	Current Target	Status	Latest Note
	Value	Value	Value			
Percentage of pupils gaining 5+ SCQF awards at Level 6 (single year) (Improvement Service Benchmarking Indicator)	30.4%	31.9%	Not Available	30.8%		Data was published by the Improvement Service in January 2016. No targets set beyond 2015/16 due to the change in the exam system. The national average was 29.3%.
Percentage of pupils gaining 5+ SCQF awards at Level 6 in the 20% most deprived areas (Scottish Index of Multiple Deprivation)	8.7%	11.7%	Not Available	12.8%		This 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 12.8%. The aim is to close the achievement gap experienced by those living in the most deprived areas in the city. The gap has improved from 21.7 percentage points to 20.1.
Looked After Children gaining 1 or more qualification at SCQF level 3 or better	-	85%	Not Available	-		Latest data is taken from the Scottish Government publication 'The Educational Outcomes for Looked After Children' published in June 2015 and is a revised indicator.
Percentage of half days attended by pupils in mainstream primary schools	95.5%	95.1%	Not Available	95.4%		Latest data relates to performance over the school year 2014/15 and shows an increase on the latest published data for 2012/13 (94.9%) and a slight decline from 2013/14. The national average was 95.1%.
Percentage of half days attended by pupils in mainstream secondary schools	93%	92.5%	Not Available	93%		Latest data relates to performance over the school year 2014/15 and shows a steady state from the latest published data for 2012/13 (92.5%) and a slight decline from 2013/14. The national average was 91.8%.
Percentage of half days attended by pupils in special schools	90.4%	89.6%	Not Available	90.6%		Latest data relates to performance over the school year 2014/15 and shows a decline from the latest published data in 2012/13 (91.7%) and a further slight decline from 2013/14. The national average was 90.7%.
Number of pupils in mainstream schools accessing instrumental music tuition	4,758	4,614	5,038	4,850		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. The IMS (SIMD) profile broadly matches that of the city.
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	Not Available	10,350		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.
Number of children and young people accessing screen and media education who gain accredited awards as a result	-	133	160	140		The vast majority of participants live in areas of multiple deprivation.
Number of young people participating in Duke of Edinburgh Awards	3,633	5,071	Not Available	4,000		Record numbers of young people are participating in the scheme. New data available in August 2016.
Number of young people achieving Duke of Edinburgh Awards (Gold, Silver and Bronze)	616	658	Not Available	625		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. New data available in August 2016.
Percentage of young people achieving Duke of Edinburgh awards who live in deprived areas	18%	19%	Not Available	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 Scottish Index of Multiple Deprivation. New data available in August 2016.

Indicator	2013/14	2014/15	2015/16	Current Target	Status	Latest Note
	Value	Value	Value			
Number of schools with Rights Respecting School Award (at all levels)	17	23	66	40		Rights Respecting Schools is a popular UNICEF programme in Edinburgh. There are now 66 schools registered and working at various stages of the RRSA. Of this, 55 are primary schools, 4 are secondary schools and 7 are special schools. Work is ongoing to coordinate the assessments and training.
Number of children and young people achieving a John Muir Award through school and the Outdoor Learning Centres	-	1,036	Not Available	-		
Percentage of parents of children with additional support needs indicating that their child's learning is progressing well	78%	-	73%	82%		The data is taken from the, now biennial, parent/carer survey. Most recent data showed that of the 604 parents/carers who said that they considered their child to have additional support needs, 73% agreed (26% agreed and 47% strongly agreed) with the statement 'My child's learning is progressing well in relation to these targets'
Number of young people (11-18) taking part in structured informal learning opportunities through CLD	7,500	8,185	Not Available	7,500		Opportunities include open youth club provision, award scheme groups and specific activity groups. The aim is to maintain the participation levels.
Action			Progress			
Improve numeracy at all levels			This is now a Key Strategic Priority for all establishments. Numeracy co-ordinator (SEAL) now in post and working with schools to introduce SEAL. Improved quality of teaching and learning in primary.			
Improve outcomes for all children and young people, including the lowest achieving pupils			This is now a Key Strategic Priority for all establishments.			
Further embed Curriculum for Excellence			Focus on broad general education in terms of improvement through the National Improvement Framework. Edinburgh established a programme of standardised testing ahead of standardisation and achieving levels recommended by the Scottish Government through the National Improvement Framework through which teachers have gained a better understanding of what an achieving a level looks like.			
Increase and develop contact time in classroom with non-teaching professionals			Initial exploration has led to contractual issues which have not yet been resolved.			
Continue to improve the quality of education as part of moving schools from 'good to great'			The self-improving system is encouraging collaboration between schools working across their localities with support from their QIOs.			
Understand and address the reasons why so many parents make out of catchment requests and encourage local children to attend local schools and			The outwith catchment application asks why parents wish their child to be placed in an outwith catchment school. This data has been analysed and the reasons are varied including: childcare, child previously in a school nursery, location of parent employment, house closer to the school and perceived reputation. We will continue to promote local schools for local children through media campaigns and open days.			
Continue to improve attendance and reduce exclusions			Partnership working between schools and Education Welfare Service ensures targeted intervention and support is effective in improving attendance. RAG analysis of schools weekly attendance data based on whole school and secondary year groups is emailed to all schools to support schools to manage attendance more effectively. Schools have procedures in place to organise packages of support as an alternative to exclusion. Inclusion Co-ordinator advises schools on alternatives to exclusions and provides supports to challenging child planning meetings. Improvement work will continue in this area.			

Action	Progress
Roll out the new Better Relationships, Better Learning, Better Behaviour Procedure to all establishments	The <i>Better Relationships, Better Learning, and Better Behaviour</i> Strategy, Policy and Procedure including de-escalation strategies have been rolled out to all schools following a wide consultation process.
Increase opportunities to develop citizenship and wellbeing through accreditation of all schools as Rights Respecting Schools	Rights Respecting Schools is a popular UNICEF programme in Edinburgh. There are now 66 schools registered and working at various stages of the RRSA. Of this, 55 are primary schools, 4 are secondary schools and 7 are special schools. Work is ongoing to coordinate the assessments and training.
Ensure that those at risk of being educationally disadvantaged are identified early and collaborative support is targeted	Key Priority regarding the achievement gap. Excellence and equity. Using Insight to track groups of young people eg EAL, young carers, LAC with regard to attainment.
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	The self-improving system is now in place. Cross-sector Head Teacher meetings have been introduced to consider more generic issues across the sectors, bringing together all sectors to focus on the key priorities as shared cross-sector priorities. This has led to improving practice and it will continue to be a focus.
Continue to engage with partners to develop different pathways for individual young people	Introduced different pathways through college and business partnerships to enhance the choices for young people to achieve more vocational routes. Work in this area is ongoing.
Ensure children and young people with a disability are engaged with and enjoy attending school	The inclusion agenda ensures all children are supported to overcome barriers preventing their attendance at mainstream provision. Work in this area is ongoing.
Maintain a range of opportunities for participation in non-formal learning activities	All partners continue to create opportunities for children and young people in areas such as art and creative learning, youth work, sport, health and wellbeing, global citizenship and outdoor learning. Work in this area is ongoing.
Increase overall participation in universal youth work	Although this is a challenging target as a result of budget reduction and diminishing resources, participation levels have been maintained.
Ensure there is clarity regarding child's planning including format of plans and expectations of meetings, involvement of parents, young people and partners	The Getting it Right of Every Child approach is being used across the city to support the use of child plans more effectively.
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	There is an improving picture in terms of active feedback in schools. The work in Pupil Councils is improving but in terms of feedback from learning experiences, however, ensuring that children and young people have a say in the running of the school requires continued focus.
Improve engagement with parents	Five Neighbourhood Groups have now become four Locality Groups and there is continued good attendance. Parents have been involved in various consultations including Rising Rolls and the Better Relationships, Better Learning, Better Behaviour strategies. The third year of the Parental Engagement Action Plan is almost complete and Schools Partnership work with the Scottish Parent Teacher Council has begun. Improvement activity in this area will continue.
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	In line with SG much more data driven – PDSA approach to identifying small changes to effect big change. Planning is improved.
Develop effective self-evaluation involving key strategic leads to inform future plans	Regular meetings lead by QIO. Self-improving network.










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

Indicator	2013/14	2014/15	2015/16	Current Target	Status	Latest Note
	Value	Value	Value			
Number of children who <u>need</u> to be looked after (rate per 1,000 0-17)	16.9	16.9	16.8	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 14.9. The data is published in 'Children's Social Work Statistics Scotland, 2014-15' by the Scottish Government on 22 March 2016 and is the position as at end July 2015.
Percentage of the LAC population that is in kinship care	21%	25%	23%	26%		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 2015. The national figure is 27%. The data is published in 'Children's Social Work Statistics Scotland, 2014-15' by the Scottish Government on 22 March 2016 and relates to the position as at end July 2015.
Percentage of children placed with City of Edinburgh Council foster carers	56%	55%	60%	67%		The ability to meet the challenging targets is dependent on the success of the recent recruitment drive and future demand for places. The latest data shows a significant improvement to 60%. The national figure (% placed with Local Authority foster carers) is 71%, down slightly from 72% in 2014. The data is published in 'Children's Social Work Statistics Scotland, 2014-15' by the Scottish Government on 22 March 2016 and relates to the position as at end July 2015.
Number of young people in secure accommodation	12	13	10	8		The data shows a reduction to 10 from 13 in 2014/15 and is published in 'Children's Social Work Statistics Scotland, 2014-15' by the Scottish Government on 22 March 2016 and relates to the position as at end July 2015.
Looked After Children gaining 1 or more qualification at SCQF level 3 or better	-	85%	Not Available	-		Latest data is taken from the Scottish Government publication 'The Educational Outcomes for Looked After Children' published in June 2015 and is a revised indicator.
Percentage of Looked After Children in a positive destination six months after leaving school	65%	65%	Not Available	70%		Latest data is taken from the Scottish Government publication 'The Educational Outcomes for Looked After Children' published in June 2015. National performance was 73%.
Percentage of Section 23s assessed within timescale	40%	25%	45%	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. Data is the position as at the end of February 2016.
Percentage of children who were receiving a service before 1 April 2014 to have a self-directed support (SDS) plan	N/A	23%	35%	50%		The aim is for all existing service users to transfer to one of the four options of self directed support within a period of three years from the implementation of the Social Care (Self-directed Support) (Scotland) Act 2013. Data is the position as at the end of February 2016.

Indicator	2013/14	2014/15	2015/16	Current Target	Status	Latest Note
	Value	Value	Value			
Percentage of children who have a disability in mainstream secondary education who say they enjoy learning at school	-	78%	-	75%		Data is taken from the biennial self-evaluation survey undertaken in schools. Data refers to April 2015.
Action	Progress					
Deliver all actions in the city's Looked After Strategy and Corporate Parenting Action Plan	The Corporate Parenting Plan had 38 actions with a number of additional sub-actions across 6 themes. A set of 9 indicators spread across the themes in the plan gives a broad indication of how well we are doing and provide a balanced view in supporting our understanding of our 'performance' around Corporate Parenting.					
Develop deliverable and safe alternative(s) to secure accommodation for young women at risk	The first of two new, flexibly designed residential facilities will be on stream in April 2016. In addition, a dedicated crisis management resource will also be available to provide short term alternatives to secure care. Work is ongoing.					
Expand the range of foster care and placements available	Three years of net growth in foster care capacity have increased the availability and choice of placement within the city. 30 new carers will be approved in 2015/16. Work is ongoing.					
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	A detailed plan has been drawn up outlining the role of each relevant professional in raising attainment levels of LAC. This information has been agreed at Senior manager level in C&F and we are in the process of rolling out the information to all relevant professionals. The new practices are in place from February 2015 are regularly reviewed at DHT Student Support meetings.					
Increase access to social and leisure activities for children with a disability by improving access to swimming opportunities	Drop in sessions are available during the Easter and Summer holidays at Braidburn School. The service is delivered by Edinburgh Leisure.					
Develop the 'Transition of Young People from Children's to Adult Services' policy to take into account the implications of Self-Directed Support	A new joint transition policy for Health & Social Care and Communities & Families is to be reported to the Education, Children & Families Committee in March 2016. Thereafter budgets are to be realigned alongside the policy.					
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	Work is progressing on actions identified within the existing plan. In addition a comprehensive Autism plan is being prepared for publication by April 2016.					
Develop the pupil/carer survey to include specific questions on levels of support provided and satisfaction with this	Specific questions included in the parent/carer survey this year, after extensive discussion and piloting with parents/carers. The questions can also be used by other services and agencies. Feedback will be collated and reported on centrally.					
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	Performance indicators are now in place and will be consistently used when assessing outcomes.					
Develop locality-based ASL service delivery option	ASL services have been consolidated into a new structure, cluster teams were established teams from August 2015. A model of collaborative practice is being developed with schools and service partners. A programme is being developed with targeted schools as part of the attainment challenge.					
Analyse the pathway and outcomes from the positive identification of domestic abuse during routine enquiry	Health Visiting Teams have been asked to complete Routine Enquiry of domestic abuse with all new female service users since Dec 2014. The new national Universal Health Visiting Pathway to be introduced in 2016 seeks to ensure that all Health Visiting staff are trained and confident in conducting and responding to Routine Enquiry for domestic abuse and the use of the SafeLives Risk Identifications Checklist (RIC). Case file audits will be conducted to assess the impact of a range of Health Visiting interventions including Routine Enquiry and the SafeLives Risk Identifications Checklist.					

Action	Progress
Ensure young carers are identified, recorded and supported within the education sector	Considerable progress has been made through the awareness raising work with both staff and pupils in schools. This continues to be a key focus.
Develop tools to support Named Persons when they are working with children affected by domestic abuse	A working group has been developed comprised of the Drug and Alcohol Partnership Programme Manager, the Child Protection Lead Officer, the Domestic Abuse Lead Officer and the Children and Families Area Coordinator for East Edinburgh. A workshop for named persons in East Edinburgh was delivered and well received. Well being tools have been developed for adults and a further training programme will be scheduled later this year to align with locality changes. Recent training in the Safe and Together model has created 46 Champions across Edinburgh who able to advise other professionals on domestic abuse cases. Champions are also involved in developing guidance for domestic abuse and GIRFEC.
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	The multisystemic Therapy (MST) service has been established to work with families where a young person over age 12 is at risk of being accommodated because of serious behavioural difficulties. 88% of children have been sustained at home. Family Solutions has been established across the city and has worked with over 800 children in need over the 18 months to December 2014. The desired placement outcome has been achieved in over 90% of cases. The Family Group Decision Making Service has been expanded to help extended families make plans for their children affected by various risk factors. Over the period of one year, 148 outcomes from 209 family meetings related to reducing the need to take children away from their families (identifying or supporting a kinship placement, agreeing a family plan to keep a child safe at home or rehabilitating a child to the family from a care placement.)
Improve knowledge and understanding of Getting it right core components	Multi agency training, practice development and awareness-raising continue. Good tools produced by Education Scotland now being used in schools to link Curriculum for Excellence and Getting it right wellbeing indicators. Review of current practice due following revised guidance.
Evidence use of wellbeing indicators to consistently and holistically assess and meet needs across all children's service delivery	Outcomes Framework – built on wellbeing indicators – has been developed built on very small scale testing. Now moving to second phase of testing in five clusters by June 2016.
Review availability of support provision to take account of Self-Directed Support	SDS has only been operational from 1April 2014. We are monitoring the use of our residential services alongside family choices. This work is ongoing and linked to strategic service planning and will be continually evaluated regularly and will inform the services required by families in the future.
Provide specific parenting support and/or programmes for families of children with a disability	We currently offer an intensive behaviour service which is home based in partnership with Barnardos. We also have a small Social Care Workers service that can offer parental support during periods of crisis.
Carry out Section 23 assessments as quickly as possible and ensure identified needs are met	We will look at the current Section 23 Assessment and use the 'lean process' to ensure it is timely and efficient. This was completed in June 2015.
Improve engagement with parents and carers to ensure they are involved in service planning and design for children and young people with a disability	We have held various parent engagement workshops on the introduction of Self-directed support. We bring families and providers together to influence the market in the third and private sector. We use a quarterly newsletter to all families with a child with a disability via a school bag drop approach. We are also using email contact with families to ask their advice on various issues. A bi-annual consultation will take place again in Summer 2016.
Introduce consistent outcomes framework to support planning and commissioning of services for all children and young people from vulnerable groups	A revised version of Edinburgh's wellbeing outcomes (we have stopped using the term "Framework") is being trialled on a multi-agency basis during 2016 in five school cluster groups. The Outcomes working Group will continue to support learning and the wider introduction of the use of the outcomes in the latter part of 2016.
Work to ensure all Child's Plans record review dates for actions and monitor progress appropriately	This is a core element of training on Getting it right and SMART planning. However, there is no system in place for systematically monitoring this and work needs to be done to develop a more measurable indicator

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

Indicator	2013/14	2014/15	2015/16	Current Target	Status	Latest Note
	Value	Value	Value			
Percentage of primary schools delivering 2 hours quality curriculum PE (P1 to P7)	95%	88%	92%	100%		Latest data shows an increase in the number of primary schools able to meet the PE target with 5 additional primary schools meeting the target this year. 2 primary schools who failed to meet the target, met it in 2014/15. Accommodation issues couple with rising rolls were the main reasons cited for not meeting the target. For some schools this issue will be alleviated when new facilities are built. The national figure will be published in June 2016.
Percentage of secondary schools delivering 2 periods quality curriculum PE (S1 to S4)	96%	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. The national figure will be published in June 2016.
Percentage of special schools delivering 2 hours/periods quality curriculum PE (averaged across school)	92%	83%	100%	100%		Latest data shows that all special schools are now meeting the target of 2 hours/2 periods of quality curriculum PE. The national figure will be published in June 2016.
Percentage of P1 pupils who are at risk of obesity	8.3%	10.4%	9.4%	8.1%		Latest data is for the City of Edinburgh Council area and refers to school year 2014/15, published in the ISD NHS publication 'Primary 1 Body Mass Index (BMI) statistics' on 16 February 2016. The Edinburgh figure is below the national figure of 9.8%.
Rate (per 1000) of teenage pregnancies amongst under 16 year olds	7.1	6.3	5.7	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 3-year period ending December 2013 and is for the City of Edinburgh local council area. The national rate was 5.3 for the same period. The data was published in July 2015.
Percentage of 15 year olds who are regular smokers	6%	-	-	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	14%	-	-	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	9%	-	-	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%.
Percentage of primary children who say they can ask for help when they need it	-	88%	-	89%		Data is taken from the pupil wellbeing survey.

Action	Progress
Offer S5/S6 pupils opportunities to become peer mentors in mental and emotional health programme e.g. 'Cool, Calm and Connected'	A total of 85 senior (S5/S6) students (from 8 schools) have been trained to deliver the Cool, Calm and Connected Peer Education programme to classes of S1 or S2 pupils. Evaluations from pupils found that it led to increases in confidence, better ways of coping with life's ups and downs and understanding of what affects our wellbeing.
Engage secondary school staff with 'Mental Health First Aid for Children and Young People'	10 Secondary schools have had staff attend Mental Health First Aid Day courses delivered in conjunction with the Educational Psychology Team.
Engage voluntary sector youth work staff and school nurses with 'Mental Health and First Aid'	27 members of the Edinburgh School Nursing Service have accessed the MHFA:YP course. 13 have completed the course a further 14 are in the process of completing the course.
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	Last year 570 staff (from 8 schools, voluntary organisations etc) attended the training (Teenage Brains and Behaviour series) which accompanies the Supporting Young People (Mental Health and Wellbeing) Guide. Evaluation found 94% found it valuable, 81% felt that their skills/knowledge in area of supporting mental health and wellbeing had greatly improved and a further 90% saying it had had a positive impact on their personal and professional practice. The Mental Health and Wellbeing team also delivered 50 workshops or conferences to raise awareness of mental health and emotional wellbeing (Linked to the Supporting Children Guides) to over 1700 staff who work with children and young people. Work in this area is ongoing.
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	Last year over 200 parents/carers have attended 21 Raising Children With Confidence courses across the city. Evaluation shows that 98% felt that they had increased understanding of the factors that influences children's mental health and wellbeing, 97% felt it had had a positive impact on the relationship with their child and on their own mental health and wellbeing (92%). Last year 140 parents/carers from 12 Secondary schools have attended Raising Teens With Confidence courses. Evaluation found 98% reported that the course had increased their understanding and awareness of the factors that influence/affect young people's mental health and wellbeing, 92% said it had had a positive impact on their relationship with their child/children and 87% felt more confident to support their child through the adolescence period. Work in this area is ongoing.
Establish a programme to create a 'Healthy Respect' drop-in in or near to all Edinburgh schools	12 'Healthy Respect' drop-ins are currently available within Edinburgh.
Make 'Healthy Families Healthy Children' (HFHC) available to all staff through the CEC CPD programme	The universal whole school healthy living programme, Healthy Families Healthy Children is currently being delivered in 8 primary schools in Edinburgh including one Special School. This means that 2558 pupils will benefit from engagement in the programme. Both school based programmes have been really well embraced by the school teams this year as schools have actively requested involvement in them. We are planning to conduct evaluations of all three programmes in conjunction with Edinburgh University this coming year.
Continue to publicise the package of measures (HFHC, H4U, Get Going, clinical service) in place within schools and communities	We regularly meet with families and teachers to try and ensure that they have clear channels of communication with us so that we can adapt and develop programmes to meet the needs of future participants. We regularly conduct user evaluations throughout the Get Going programme to ensure that we're meeting the expectations of the group. All schools delivering programmes also complete survey evaluations and individual feedback forms.

Action	Progress
Engage selected secondary schools in 'Decipher-Assist' programme and provide appropriate staff to support delivery of the programme	<p>The project is now half way through the second year (of 3) of implementation. The agreement with CEC is that 10 secondary schools will participate over the life of the project and that CEC staff (identified as mainly CLD) will support the implementation in schools.</p> <ul style="list-style-type: none"> . To date 1 school has completed the project (year 1); . 3 schools are currently mid-way through the project . further 3 schools due to complete between January-March 2016. <p>6 CLD workers have been trained in the approach and are supporting implementation in these schools. Engagement by schools and pupils is strong: by the end of year 2 circa 170 pupils will have undergone a two day training event in order to equip them to become 'peer influencers' in relation to tobacco prevention. Feedback from participating schools is overwhelmingly positive both with regards the project organisation and experience for pupils.</p>
Edinburgh primary schools will be encouraged to participate in NHS Lothian 'Smoke Free Homes and Zones' project	<p>In school session 2014-15,</p> <ul style="list-style-type: none"> . 19 CEC primary schools participated in the project . 30 tobacco education lessons delivered to circa 660 pupils <p>In school session 2015-16,</p> <ul style="list-style-type: none"> . 5 schools are participating in the project (circa 100 pupils) <p>To date the work that schools have undertaken has contributed to 450 households (circa 860 children resident) in Edinburgh making a 'smoke-free' pledge. Discussions are ongoing with more schools.</p>
CEC youth work services and youth services funded by CEC will review smoking/tobacco policies	<p>NHS Lothian is funding an 18 month project (May 2015 – December 2016) hosted and managed by Lothian Association of Youth Clubs (LAYC)</p> <p>It provides:</p> <p>Information, advice and training to youth-work services on tobacco prevention approaches including smoke-free policies.</p> <p>To date</p> <ul style="list-style-type: none"> . 6 organisations in Edinburgh have engaged around tobacco policy implementation & development . 2 organisations have involved 8 staff in related training. <p>Allied to this work, LAYC also promotes and administers a small grants scheme on behalf of NHS Lothian. To date 21 organisations in Edinburgh have been awarded grants totalling circa £15,750.</p>
Ensure consistent delivery of 'SHARE' programme in all secondary schools in Edinburgh	<p>Good quality of SHARE training being offered and delivered through Healthy Respect.</p> <p>Proposal for part-time post to support the improvement of sexual health and relationships learning and teaching in schools including the roll out of SHARE.</p>
Introduce 'Zero Tolerance Respect' programme to Edinburgh primary schools	<p>This is still requiring to be scoped out as focus for this area of work is currently within two other local authority areas within NHS Lothian boundaries.</p>
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	<p>This hasn't progressed. There were initial discussions but nothing has been followed up since Ann Burnett left the HOTS team. Recent discussions have taken place regarding school attendance work and a meeting is planned to look at this.</p>




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



Indicator	2013/14	2014/15	2015/16	Current Target	Status	Latest Note
	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	85%	86%	71%	87%		The latest data refers to young people exiting the Youth Offending Service between April 2013 and March 2014 and as at 31 March 2016 had not re-entered either the Youth Offending Service or the Criminal Justice System. Data shows a decline.
Number of children (rate per 1,000 aged 8-16) referred to SCRA on offence grounds	5.8	5.9	Not Available	6		Performance has improved from 8.4 in 2011/12. The target is to maintain the good performance. National performance was 6.5, up from 6.2 in 2013/14.
Percentage of children added to the CPR within the last year who had been de-registered within the preceding two years	7%	7%	8%	-		The aim is to minimise but targets are not set as we must respond to need. Individuals are monitored on a monthly basis. Of the 396 children registered during 2015/16, 32 were deregistered within the previous two years.
Percentage of pupils who said their school was good or fairly good at dealing with bullying	75%	73%	67%	77%		In the 2014 survey the threshold for the question was raised from 'good or fairly good' to 'good or very good'.
Percentage of primary pupils who said they feel safe at school	-	89%	-	95%		Data is taken from the biennial pupil wellbeing survey and shows a slight improvement on the 88% recorded in 2012/13.
Percentage of secondary pupils who said they feel safe and cared for in school	-	80%	-	88%		Data taken from the biennial secondary school pupil survey and shows an improvement on the 75% recorded in 2012/13.

Action	Progress
Continue to promote the Children and Families policy to prevent and respond to bullying and prejudice	The Children and Families Policy to prevent and respond to bullying and prejudice was updated and approved by the Education Children and Families Committee in May 2015. The Policy and accompanying Procedures have been promoted as good practice by the Equality and Human Rights Commission, LGBT Youth Scotland and the Coalition for Race Equality and Rights in Scotland. The next review will take place in 2017. Meantime all schools are advised to consult on their own policies and procedures and update these during 2017.
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	This was achieved within timescale and is ongoing as part of the continuous learning process. The Senior Manager for Child Protection and Family Support chairs the Learning and Development Sub Group of Edinburgh Child Protection Committee which has put in place an up to date multi agency workforce development strategy. Regular knowledge exchange events based on learning from IRD reviews continue to engage the multi agency practitioners of IRDs. eIRD has been developed to include new functions over time and the business case for the latest modifications required is ready for consideration by the Child Protection Committee.
Implement the 'Safe and Together' approach to families affected by domestic abuse and evaluate its outcomes for children	Safe and Together training has been provided for a multi agency group of practitioners who are now acting as champions of the approach in their services and across the multi agency partnership. A recent additional event was delivered to staff who make key decisions about domestic abuse referrals in January 2016. The single agency domestic abuse case file audit which took place in 2014 will be repeated on a smaller scale in May 2016. This will be an opportunity to evaluate practice improvement since the Safe and Together model was implemented.
Monitor and follow procedures for dealing with the number of 'Children Missing from Education'	In line with government guidance we have robust procedures in place to enable all schools to meet their duty in relation to CME. This includes having a dedicated Senior Manager that schools and other services can make referrals to. All schools regularly monitor attendance to address concerns and irregular attendance is referred to Education Welfare Service. Parents must apply to the authority for all leave in excess of 10 school days.

Action	Progress
Develop an inter-agency child sexual exploitation strategy and procedure for the city of Edinburgh	The 2016-2018 inter-agency sexual exploitation improvement plan was agreed by the Public Protection Chief Officers' Group on 07 March 2016. Inter-agency child sexual exploitation guidance was produced in November 2014.
Improve identification, recording and awareness of domestic abuse. Incorporate data into performance reporting to the Quality Assurance Sub-Committee of the Child Protection Committee	A strategic assessment was undertaken in 2015 by the violence against women partnership and will be repeated every three years. This analyses all statistical data in relation to violence against women in Edinburgh in order to identify trends and priorities. An associated action plan and performance framework has been developed and is regularly reviewed by the violence against women partnership executive group.
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	Numbers reduced through effective early interventions.
Guidance on chronologies will be reviewed to ensure consistency and then 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.	Guidance has been reviewed and agreed by the Child Protection Committee. There is a specific input on chronologies in our inter-agency training. A briefing note is currently being draft for staff.
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	This action has been incorporated into the single agency (social work) and multi-agency case file audit, scheduled for May 2016. File readers have been identified and briefings have taken place during April 2016.
Develop a clear strategy which reflects how we actively involve children and their families in the design and delivery of services	'Joint approach to participation' paper agreed by Children's Partnership in 2013. Report to Integrated Children's Services Board in October 2015 on 'Service user engagement and strategic outcomes' reiterated commitments in the joint approach paper and provided an update on progress in relation to each Strategic Outcome. Children, young people, parents and other stakeholders will be engaged in the preparation of the next integrated children's services plan, as required by the Children and Young People (Scotland Act) 2014.

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

Indicator	2013/14	2014/15	2015/16	Current Target	Status	Latest Note
	Value	Value	Value			
Percentage of pupils gaining 5+ SCQF awards at Level 6 in the 20% most deprived areas (Scottish Index of Multiple Deprivation)	8.7%	11.7%	Not Available	12.8%		This 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 12.8%. The aim is to close the achievement gap experienced by those living in the most deprived areas in the city.
Percentage of leavers from mainstream schools who go on to positive destinations	91.2%	92.3%	Not Available	92.9%		Data is for leavers from 2014/15 school session from mainstream schools. The target to meet and exceed the national average was met in 2012/13 but not in 2013/14 or 2014/15. 2014/15 shows further improvement. The national figure is 92.9%.
Percentage of school leavers who are in a follow-up positive destination	93.1%	Not Available	Not Available	91.7%		Latest data shows that 93.1% of pupils were still in a positive destination, six months after leaving the 2013/14 school session from a mainstream school. Performance showed continued improvement from 83.1% in 2009/10 and exceeded the target level of 91.7% - the national average.

Indicator	2013/14	2014/15	2015/16	Current Target	Status	Latest Note
	Value	Value	Value			
Percentage of leavers from special schools who go on to appropriate and/or positive destinations	68.2%	57.6%	Not Available	70%		Latest data is for leavers from school session 2014/15 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.
Percentage of young adults achieving all or part of their agreed learning goals	90%	Not Available	Not Available	90%		The figure relates to adult literacy and numeracy learners.
Action			Progress			
Build stronger links with FE/HE, and employers, business and industry			A Senior phase strategic group with representatives from Universities, Colleges and Business now oversees the governance of the college partnership.			
Develop measures to 'poverty proof' the school day, starting with a pilot in a small number of schools based on learning from Newcastle and Glasgow (Pockets)			Project completed in 5 primary schools (Dalry, Hillwood, Gracemount, Sciennes, Royal High) and 1 high school (Broughton). Staff training completed, focus groups with pupils and parents completed. Poster competition in primary schools completed. Film project completed in Broughton. Making a Difference Award in the six schools completed. A 'Top Tips' document for actions schools can take in relation to child poverty sent to all schools and to be issued to all teachers and other appropriate staff. Staff conference to celebrate the 1 in 5 Project held on 22 March and attended by 141 delegates.			
Develop a range of youth literacies (including financial literacy) programmes in deprived areas (Prospects)			<p>The action is completed although improvement activity in this area is ongoing.</p> <p>Training course for youth workers is developed. It has been delivered twice this year as part of Initi8 to 24 youth workers. It will also be offered, by March 2016, as a stand alone course for upskilling CLD workers in delivering literacy to young adults. This work also needs to be mainstreamed and become part of curricular work in schools. Work is required to understand the extent to which this is happening.</p> <p>Recovery Essentials is a financial Inclusion and welfare rights project for people in recovery from substance misuse, homelessness or mental health issues. Help is offered with benefits, applying for the first time, ongoing claims and sanctions. Financial inclusion workers are based where people are already accessing help, such as Circle and Edinburgh Young Carers.</p> <p>Circle We have been working with Circle since March 2014 to support families with money matters. We have helped 67 people with children over the 18 months we have worked together so far – the vast majority of these have benefited from home visits which overcomes the barriers of travel costs and child care which would otherwise have prevented them from receiving our help. In that time we have increased household incomes for Circle clients by over £160,000 – our persistence in one case helping a decision to recover over £85,000 of suspected benefit overpayment to be written off. Reducing stress around benefits and other money matters enables clients to engage better with other service and allows Circle workers to focus on parenting support and recovery.</p> <p>Edinburgh Young Carers We have worked with young carers and their families to help them understand and maintain their benefits – caring itself is a big responsibility, managing family finances in complicated times makes that harder. We have</p>			









Action	Progress
	<p>seen that a stable financial base is important to enable people to function normally and take up opportunities offered to them – it allows people to develop better relationships whether within the family or with services. The young people we have worked with have responded well to our group sessions on benefits, budgeting and other money issues such as credit ratings etc. The sessions incorporate tips on better communication skills which participants have described as helpful in terms of increased confidence to handle money matters. Fostering these skills should have a long term impact on these young peoples’ confidence and ability to manage their money in the future.”</p>
<p>Provide a range of learning opportunities for personal and social development for children and young people within deprived communities (Prospects)</p>	<p>Universal community-based youth and children’s provision is underpinned by the four capacities of Curriculum for Excellence and the seven key Children’s Services priorities. It is offered via community centres, other venues and park-based initiatives to 7,168 individual children and young people. In addition, a further 17,000 opportunities were taken up by children and young people during the holiday periods. In addition, Circle provides homework support to children in North Edinburgh. Improvement activity in this area is ongoing.</p>
<p>Increase the number of young people, particularly those living in deprived areas, who enrol in Edinburgh College (Prospects)</p>	<p>Edinburgh College is working in partnership with other organisations to increase the number of young people enrolled in college. Courses offered in outreach locations to reach those furthest from learning: examples are Community based ESOL offered in areas identified as having the most need, Prince’s Trust team programme. Students on outreach courses are then encouraged to progress to college courses.</p> <p>Improved partnership working with schools to raise awareness of college courses with events organised for Head Teachers, Guidance Teachers, DHTs – including provision for young people with additional support needs. Support offered to LAC and young carers. College will guarantee a place to every school leaver who applies to college for academic session 16/17.</p>
<p>Improve attendance at school and early years establishments, and attainment and achievement of young people (Prospects)</p>	<p>Attendance Partnership working between schools and Education Welfare Service ensures targeted intervention and support is effective in improving attendance. RAG analysis of schools weekly attendance data based on whole school and secondary year groups is emailed to all schools to support schools to manage attendance more effectively.</p> <p>Attainment Attainment of leavers from school year 2014/15 shows improvement in literacy and numeracy and for tariff scores (lowest 20%, middle 60% and highest 20%).</p>
<p>Reduce the attainment gap between the lowest achieving pupils and their peers across the city (Prospects)</p>	<p>Using data published by the Local Government Benchmarking Framework, latest data for 2013/14 shows that attainment of S4 and S6 pupils in the most deprived areas (SIMD1 and 2) has improved since 2010/11 but is still lower than the national average. The rate of improvement in attainment by the end of S6 in the most deprived areas has increased at a slower rate than the national average. The gap between the attainment of pupils living in the most deprived areas by the end of S4 compared with attainment across the city has narrowed since 2010/11 whilst it has remained steady at the national level. The gap in attainment by the end of S6 has widened in Edinburgh although the rate of increase of this gap is slower than at the national level.</p> <p>Schools are supported through the use of the Insight system to understand the population living in deprived areas in their school and to allow tracking. Attainment is closely linked to family income levels. Research consistently demonstrates that socio-economic background has significantly more influence on children’s attainment than the school they attend (OECD, 2007; JRF, 2013). Any work to improve attainment must therefore link to strategies to maximise household resources.</p>

Action	Progress
Further develop family engagement, including strong home-school partnerships and particularly for 'hardly reached' families (Prospects)	<p>The FAST (Families and Schools Together, run by Save the Children) is being delivered at Clovenstone PS, and the Scottish Parent Teacher Council's Partnership Schools programme is being piloted at Castlevieview PS and Forrester HS. Both are aimed at supporting families to better engage with schools and their children's learning, and adopt an informal, social-based approach to engaging parents. Partnership Schools will extend its work to a new cohort of schools in 2016/17.</p> <p>Family Learning continues to work across 46 targeted nursery and primary schools to deliver its service to children and families requiring additional support with literacy and pre-literacy attainment. 2,311 parents and children took part in family learning/working with parents activities in 2014/15. There is a particular focus on the nursery/primary transition.</p> <p>New developments include adapting the Raising Children with Confidence for deaf parents, and plans are underway to do the same for parents whose first language is not English. Family Learning and Educational Psychologists are also working on a numeracy project in 5 primary schools. CLD is also delivering the new PEEP curriculum to parents, which includes employability skills.</p>
Increase participation in high value achievement awards (e.g. Duke of Edinburgh's Award), particularly by young people living in poverty (Prospects)	<p>Currently 5,071 young people are participating in the DofE and of these 19% register a postcode from a SIMD area. The eDofE national data collection system doesn't currently request a post code and work is underway with the national office to rectify this. It is therefore possible that more than 19% of participants are from deprived areas. Work in this area is ongoing.</p>
Increase participation in employability-related adult learning, including literacy, numeracy and ESOL (Prospects)	<p>The Literacies for Employability Pipeline Project focuses on young people aged 16-25 and on all-age job seekers. Aiming to engage with 400 learners from the six most targeted Neighbourhood Partnership areas within 21 months, it engaged over 370 learners in the first 15 months.</p> <p>166 of the hardest to reach adult learners (and with complex needs) participated in regular learning programmes.</p> <p>Working with Through Care After Care, 43 care leavers accessed literacy/numeracy and support with dyslexia. This improved budgeting and employability skills. There was also a strong impact in terms of decision-making skills, in preventing homelessness, and improved awareness of the value of positive relationships.</p> <p>1200 learners attended ESOL courses in 2014/15. 2600 potential learners attended community guidance events. 67% of learners studying in 2014/15 progressed in their language learning and report increased confidence, being better able to navigate services (e.g. GP), able to understand issues at school and help with homework, feel more a part of their community, and progressing to higher levels of study. 62% of learners have progressed to vocational level.</p> <p>Research shows that there is a direct correlation between levels of adult literacy in a family, particularly maternal literacy, and the attainment of children. In 2010, USA researchers funded by the National Institutes of Health concluded that programs to boost the academic achievement of children from low income neighbourhoods might be more successful if they also provided adult literacy education to parents. The researchers based this conclusion on their finding that a mother's reading skill is the greatest determinant of her children's future academic success, outweighing other factors, such as neighbourhood and family income. Adult literacy provision is therefore an essential component in any strategy to challenge child poverty, contributing as it does to employability and attainment of children.</p> <p>Improvement activity in this area is ongoing.</p>

Action	Progress
Identify and develop more safe places to play (Places)	<p>6 school playgrounds improved or being improved. 20 more are raising, or applying for, funding. Some of these are open outside school hours.</p> <p>Parks in the city have improved.</p> <p>The Open Space strategy is under review and will make recommendations to review the access standard. 20mph zones launched in April across the city. Also investigating the potential for street closures for play.</p> <p>Improvement activity in this area is ongoing.</p>
Support 'Healthy Start' and the uptake of vouchers (Prospects)	<p>In July 2015, 368 pregnant women were receiving Healthy Start vouchers, up from 294 in March 2014. From 10 weeks of pregnancy to 4th birthday, these vouchers are worth £900. The work has also developed further. A Scottish Legal Aid Board-funded welfare rights adviser is based in Granton Information Centre, and advises clients referred from a variety of agencies. 89 families have been referred with a projected total financial gain in 2015/16 of £404k, an average of £4,500 per client. One client has gained £15k. Over half of those accessing support are in work and were unaware of their unclaimed entitlements (e.g. tax credits, benefits) and other help available (debt advice, access to hardship funds).</p>
Development of more flexible and affordable childcare, particularly for early years (Pockets)	<p>Increase in provision from 475 to 600 hours for 3-5 year olds in term time only. Also available for eligible 2 year olds. Currently, 325 eligible 2s taking places. Investigating provision for school holidays.</p> <p>Building in flexible approaches based around parent needs/work patterns. New approaches being piloted at Dalry, Tollcross, Moffat, Fort, Hope Cottage, Wardie, Duddingston and Fox Covert.</p> <p>Expanding early years service where possible (e.g. Wardie and Fox Covert). New hubs at Gylemuir, Clermiston and Hillwood, which have been adapted to take two year olds.</p> <p>Providing over £1m funding to subsidise childcare at four providers in areas of 'deprivation' targeted at parents on low pay.</p> <p>Voucher scheme being piloted in Leith to provide subsidy for parents on low incomes. Plans for a new childcare information website based on a price comparison model.</p> <p>Improvement activity in this area is ongoing.</p>
Work in partnership with foodbanks to better understand reasons why families in poverty are using their services (Pockets)	<p>Purpose of research presented to Foodbank network meeting. Survey created in collaboration with SfC and NHS, and distributed to foodbanks. One foodbank is completing the survey. The other two (Basic Bank and Trussell Trust) reluctant to participate. This is being followed up. New research by CPAG provides a wealth of useful data that can be applied in Edinburgh. This is also being pursued.</p> <p>Poor cooperation from foodbanks has made progress with this action very difficult. A recent report from CPAG/Save the Children provides in-depth analysis of reasons why families end up at foodbanks and these findings can be extrapolated for Edinburgh. Recommend that this action is not pursued further.</p>
Develop more breakfast club provision to ensure access for all children living in poverty (Prospects)	<p>Pupils in 64 primary schools have access to breakfast clubs. Ambition is for all primary schools to have access to breakfast clubs by 2018.</p> <p>Affordability:</p> <ul style="list-style-type: none"> . Working in partnership with alternative providers. Alternative providers deliver Breakfast Clubs from school premises at low or no cost. . Set a low cost for Council delivered Breakfast Clubs. E, C & F Committee agreed in October that schools may set charges up to a maximum of £2 per day. Head teachers have discretion to charge less than this. . Implementing a charge for Council Breakfast Clubs: will allow the Council subsidy to schools in more affluent areas to be decreased and resources to be re-directed to schools in less affluent areas.

Action	Progress
	<p>. Free places are available for vulnerable families who require additional support. It is recommended that Council Breakfast Clubs adhere to CI National Care Standards as best practice. There is an ongoing review of provision including annual evaluation of each BFC and support and challenge visits.</p> <p>Number of parent led Breakfast Clubs operating across the city? = 6 Clermiston, South Morningside, St Mary's Leith, Towerbank, Kirkliston and Longstone.</p> <p>Number of jointly led provisions i.e. Integrated schools with childcare providers? = 2 East Craigs Primary / Oscars Craigour Primary/ Childcare Connections</p> <p>Number of children registered in referred Breakfast Club Provision = 59 Drylaw/Ferryhill: 13 Royston/Wardieburn: 18 Venchie: 28</p> <p>Total number of children registered in SCS funded clubs = 1200 26 Breakfast Clubs benefit 29 schools.</p> <p>Total number of children registered in alternative providers Breakfast Clubs = 503 (17 clubs delivered by 12 providers)</p>
<p>Investigate, with other service areas, measures to reduce and prevent homelessness amongst young people (Places)</p>	<p>Work has begun with Housing and Young People's Service to understand main areas of work in progress, identify where SO6 can support and add value, and establish contacts.</p> <p>Youth Homelessness Service works with young people who are homeless or at risk of homelessness. These services have been redesigned and a new foyer approach pilot programme began in August. This is a co-ordinated network of eight organisations providing safe, supported accommodation to homeless and at risk young people and work alongside education, training, mentoring, mediation, counselling, employment support and health improvement services.</p> <p>Inspiring Leith works alongside local people to build family and community relationships through a range of events and activities.</p> <p>Safe Families for Children Scotland is supporting struggling families to deal with difficulties before they become crises that could result in family breakdown and homelessness. Community volunteers support parents as parents require, with befriending, practical assistance and/or short stay respite accommodation for their children. Parental stress levels have reduced, the number of children on the Child Protection Register has gone down and children have been diverted from LAAC.</p>

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

Indicator	2013/14	2014/15	2015/16	Current Target	Status	Latest Note
	Value	Value	Value			
Revenue outturn as a percentage of the annual budget	100%	100%	100%	100%		
Percentage of days lost due to staff sickness absence across Children and Families	3.57%	3.94%	3.76%	3.5%		The target is to continue to reduce sickness absence levels. Data shows an improvement although outside the challenging target. Performance remains within the Council target of 4%.
Percentage of days lost due to staff sickness absence for teaching staff	3.12%	3.14%	2.13%	3.1%		The target is to continue to reduce sickness absence levels. Data shows an improvement although outside the challenging target. Performance remains within the Council target of 4%.
Pupil:teacher ratios across all primary and secondary schools	14.3	14.9	14.9	14.9		Data is from the pupil and teacher census undertaken in September 2015. The national figure is 13.7 and Edinburgh is ranked 31 st out of 32 Local Authorities.
Percentage of parents/carers satisfied with their school	89%	N/A	91%	97%		Data taken from the survey of parents /carers from the question 'Overall, I am happy with the school'.
Percentage of primary school condition assessed at Level A or B	90%	90%	Not Available	100%		Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Target is to maintain at the high level. Data is taken from the Scottish Government publication 'School Estates 2015' published in December 2015. National average was 84%.
Percentage of secondary school condition assessed at Level A or B	91%	91%	Not Available	100%		Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Data is based on assumption of all Wave 3 schools being replaced. Data is taken from the Scottish Government publication 'School Estates 2015' published in December 2015. National average was 82%.
Percentage of special school condition assessed at Level A or B	100%	100%	Not Available	100%		Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Target is to maintain at the high level. Data is taken from the Scottish Government publication 'School Estates 2015' published in December 2015. National average was 78%.

Action	Progress
Implement the 'Children and Families Asset Management Plan'	Work has been progressed throughout 2015-16 and requires to continue during 2016-17
Respond to the educational infrastructure requirements arising from the additional housing identified in the 'Local Development Plan' and to rising rolls	Work has been progressed throughout 2015-16 and requires to continue during 2016-17
Develop a consistent outcome based approach to child planning across the service area and in partnership activity to measure performance effectively	A revised version of Edinburgh's wellbeing outcomes (we have stopped using the term "Framework") is being trialled on a multi-agency basis during 2016 in five school cluster groups. The Outcomes working Group will continue to support learning and the wider introduction of the use of the outcomes in the latter part of 2016.
Strengthen support for school leadership at all levels	More working groups have been developed to strengthen the consultative approach at the locality level. The working groups are reporting back regularly. Professional Review and Development has been regularised, allowing for early identification of development requirements.

Action	Progress
Complete Year Three of the 'Parental Engagement Action Plan'	A substantial part of the three year parental engagement plan is now complete and the plan will be complete in October 2016.
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'	As part of the Council's Transformation Programme, the Performance Team transferred into Corporate Strategy and Governance as Early Adopters in July 2015. This has provided the opportunity to work more closely with the Business Intelligence Unit with regard to performance and planning activities including inputting directly to the new Council Business Plan. The priorities and objectives for the new Communities and Families Department are clearly articulated within the new Council Business Plan. Following completion of the reorganisation for Strategy and Insight, the continuing to ensure consistency amongst all Council plans will fall to the Business Partners. Guidance for requirements for children's services planning is being taken forward through the Performance and Infrastructure Group of the Edinburgh Children's Partnership. This task is marked as complete but work is ongoing.
Continue to ensure robust performance monitoring at all levels across children's services	Performance Monitoring remains a priority for all staff within the Department, particularly for senior managers and particularly within the context of changes to services through the Transformation Programme. The Senior Managers Team continues to focus on performance on a monthly basis. The action is marked as complete for this year but work is ongoing.

The following actions are awaiting an update on progress and will be published when available.

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

Explore options for school holiday activity and care provision for children with additional support needs

Further develop opportunities for participation in Family Learning in targeted schools and nurseries

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

Recognise and profile wider achievement as part of a broad and general education and develop measures to support performance monitoring on wider achievement

Strengthen support for children with additional support needs

Improve community engagement

Ensure there are consistent approaches across all schools to assessing and responding to risks and needs

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

Further develop and strengthen sport, physical activity and outdoor learning provision

Raise awareness of, and educate about, healthy lifestyle choices, including healthy eating and promoting greater take-up of school meals

Explore rollout of 'Safe Talk' to residential childcare staff and children

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

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

S05 - Our children and young people are safe from harm or fear of harm, and do not harm others within their communities

Children and young people who are offending/or at risk of offending are identified and personalised plans developed

S06 - Our children's and young people's outcomes are not undermined by poverty and inequality

Continue to develop the Edinburgh Guarantee and Activity Agreements

S07 - Providing quality services and making best use of our resources

Implement the '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 the '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

Give greater accountability to head teachers and strengthen accountability:

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