
To: Communities, Housing and Planning Services Policy Board

On: 21 May 2019

Report by: Director of Children's Services

Heading: Children's Services Service Improvement Plan – Overview
of Performance 2018/19

1. Summary

- 1.1. The purpose of this report is to provide an update on the performance of Children's Services for the 12-month period to 31 March 2019 in relation to the Service Improvement Plan which was approved in March 2018.
- 1.2. This report provides a summary of performance in Children's Services for the 2018/19 period, with detailed explanation on all relevant actions and performance indicators.
- 1.3. The Service Improvement Plan sits beneath the Council Plan, Community Plan, and along with the service's risk register and workforce plan forms a suite of documents which provide the strategic direction for the service. Service Improvement Plans are aligned to the priorities set out in the Council Plan 2017-2022 and include those areas of the Council Plan for which Children's Services is the lead.
- 1.4. In March 2018, the service identified key actions it aims to achieve over the next three years, in order to deliver improved outcomes for local people and communities and contribute to the delivery of the Council Plan 2017-22.
- 1.5. The action plan is the core of the Service Improvement Plan. It sets out the priorities being addressed, the key tasks to be implemented, the implementation time-table and the measures of success. The service scorecard sets out a range of key indicators against which aspects of performance of the service are measured.
- 1.6. Children's Services has continued to progress an ambitious programme of service development and improvement over 2018/19. The Attainment Challenge workstreams continue to support a narrowing of the poverty-related attainment gap and Renfrewshire's excellent progress was recognised by Education Scotland following an inspection in late 2018.

Partnership working remains central to the delivery of services and as well as working with statutory partners and the third sector, new programmes to strengthen parental engagement are running in schools across Renfrewshire. Children's Services was a key partner in 2018 in the Gender Based Violence Strategy Group and Community Justice Renfrewshire, both of whom produced new plans in the last twelve months.

1.7 Local government continues to operate in a challenging financial environment. In addition, there are pressures arising from socio-economic factors, changes in legislation, and workforce challenges. Particular areas of resource pressure for Children's Services include:

- Historically higher than average incidences of child protection cases and looked after children, due in part to parental substance misuse and areas of significant deprivation within Renfrewshire;
- Increasing numbers of young people in continuing care, and those leaving care and accessing throughcare and aftercare services;
- Increasing numbers of kinship carers;
- Managing the expansion of early learning and childcare to 1140 hours;
- Increasing numbers of children with additional support needs in our schools;
- Ongoing annual reductions in the grant payable to Renfrewshire Council to deliver Criminal Justice Social Work services alongside a growth in the number of community sentences to be managed; and
- Ongoing challenges in recruiting supply and permanent teachers.

1.8 Considering these challenges, the service has reviewed the Service Improvement Plan for the period 2019-2022 and identified a range of actions that will be undertaken by officers in partnership with all stakeholders, to improve and develop service provision. This updated plan was approved by the Education and Children's Services Policy Board and the Communities, Housing and Planning Policy Board in March 2019.

1.9 The Children's Services management team reviews progress against all performance indicators and service improvement actions on a quarterly basis. Six monthly reports on the service improvement plan are reported to this policy board and to the Education and Children's Services Policy Board, with the next updates scheduled for November 2019.

2 Recommendations

2.1 It is recommended that the Communities, Housing and Planning Services Policy Board note:

- the content of this report;

- the progress that has been made on areas of service performance which fall under the remit of this board in 2018/19;
 - the progress made on actions and performance in the action plan; and
 - that an outturn report will also be provided to the Education and Children's Services Policy Board in respect of activity falling within its remit.
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3 Background

- 3.1 Children's Services is responsible for the delivery of universal, targeted and specialist services across early years, primary and secondary education, social work services for children and families, and criminal justice social work. Most of the work of the service is statutory. Service delivery is a mix of universal, targeted and specialist provision.
- 3.2 The Service Improvement Plan is one of the ways in which elected members can scrutinise the work of Children's Services, and to consider and decide upon policy options as necessary. Refreshing Service Improvement Plans annually allows each service to consider the context in which they operate and revise plans where appropriate.
- 3.3 The Service Improvement Plan also links Community Plan and Council Plan priorities to strategic and operational activity within the service, which supports employees to understand how their role contributes to the Council delivering on its objectives.
- 3.4 The action plan details the progress of specific areas of work which, during 2018/19, enabled the service to support the Council's priorities and help deliver improved outcomes for Renfrewshire residents.
- 3.5 The service also measures progress by reporting on performance indicators. The scorecard included in Appendix 1 provides details of the progress of these indicators throughout 2018/19 against set targets.
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4 Overview of Performance and Key Achievements

- 4.1 One of the purposes of the Service Improvement Plan is to enable elected members to take stock of what is happening in the service and to consider and develop policy options which reflect changing circumstances both in terms of customer needs and resource availability in the context of the Council's priorities and the need to deliver best value.
- 4.2 Appendix 1 provides an update on the progress made by the service during 2018/19 in terms of implementing the Service Improvement Plan. It includes an update on the Service's action plan and performance scorecard of indicators as at 31 March 2019.
- 4.3 During 2018/19, key achievements of the service include:

- an exceptionally positive outcome from the recently-published inspection report highlighting sector-leading approaches in Renfrewshire's progress towards raising attainment.
- a very positive set of National Qualifications results by young people in Renfrewshire schools;
- strong early evidence demonstrating that the poverty-related attainment gap in the broad general education is closing;
- progressing plans for the expansion of early years provision;
- continuing our strong partnership working across the public and third sectors in all areas of Children's Services;
- improving links with local businesses and further education providers, supporting more young people to achieve positive and sustainable post-school destinations;
- continuing to invest in our workforce including leadership development training and putting in place innovative recruitment practices to support schools in getting the best teachers and support staff;
- the completion of new build campus for Bargarran/St John Bosco Primary Schools and St Paul's Primary School/Foxlea Pre-5 Centre;
- implementing a revised anti-bullying policy which was developed in consultation with pupils, parents and school staff;
- introduction of additional supports in education settings to support health and wellbeing of children and young people;
- winning a COSLA Silver Award for the Renfrewshire Literacy Development Programme and one of our schools winning UKLA Literacy School of the Year in 2018;
- delivering a programme of work to promote greater parental engagement with schools and in particular with their child's learning;
- supporting the development of a Gender-Based Violence Strategy for Renfrewshire, which was launched during this year's 16 Days of Action;
- a successful funding application to the Life Changes Trust which will fund the Family Firm approach for a further two years;
- introduction of the 'Just Learning' programme to support increased access to employment and training for those with convictions;
- developing, with partners, a new Community Justice Renfrewshire plan;
- completion of the new children's house, which became operational in February 2019; and

- enhancement of the support available to young carers, with a dedicated social worker for young carers now in post.
- 4.4 In October 2018, Education Scotland inspected Renfrewshire to determine how well the council is performing in terms of improving learning, raising attainment, and closing the poverty-related attainment gap. The inspection team concluded that Renfrewshire is making excellent progress against all three goals. They highlighted the outstanding impact of very high-quality professional learning approaches, very strong self-evaluation and evidenced-based interventions, highly effective leadership, an ethos of empowerment of staff at all levels, and significant year-on-year improvements in closing the poverty-related attainment gap.
 - 4.5 Parents in Partnership, transition teachers and Inclusion Support Assistants have been introduced in Renfrewshire's secondary schools to support pupils and families through the transition from primary to secondary school. Schools are able to demonstrate positive outcomes stemming from improved attendance, fewer exclusions and higher levels of family engagement with school. A Reconnect programme is now working with some families with children in S2 and have found that 70% of the group have maintained or improved their attendance at school. A group of six Parent Ambassadors have been trained and will now work with their associated secondary schools to support the transition and parental engagement work.
 - 4.6 Employability is a theme which threads throughout Children's Services. In schools, a new model of work placement is being phased in for S4 pupils, and vocational courses are run in partnership with West College Scotland. The uptake of Foundation Apprenticeships is increasing and a more rigorous use of data allows for more targeted support for young people at risk of not moving into a positive post-school destination. For care-experienced young people, the Family Firm model has attracted additional external funding and will provide more holistic support for young people as they transition from school to further education, training and employment, but also from a care setting to greater independence. The Just Learning programme is supporting people with convictions to access employment and training, and over 40 people have already been supported to complete the Keys to Learn initiative.
 - 4.7 Support for young carers has been enhanced and around 100 young carers have been identified and had a Young Carers Statement completed. Children's Services is working with the Carers' Centre to develop new interventions and supports, and a new programme of groupwork is already underway.
 - 4.8 The action relating to the presumption against short sentences has been delayed as a result of revised legislative timescales; the legislation required was not laid before the Scottish Parliament until April 2019. The change would mean the presumption would be extended to sentences of up to 12 months, rather than the current 6 months, and will likely result in an increase in the number of community sentences being handed down by courts.
 - 4.9 The action relating to our response to the national review of child protection guidance has been delayed, again due to delays in the publication of any new national direction. The service continues to contribute to the national conversation on this.

- 4.10 Work is ongoing in relation to post-school destinations and the service identified additional improvements to be implemented during the year. Consequently, this action has not been completed.
 - 4.11 Two actions relating to Youth Services transferred to Communities, Housing and Planning Services during 2018. One action relating to self-evaluation was cancelled.
 - 4.12 Children's Services reports against 35 performance indicators in the Service Improvement Plan. Of these, 28 had targets; 17 are meeting or exceeding the target set and 11 are missing the target.
 - 4.13 The service sets challenging targets for satisfaction with services and for responding to complaints and Freedom of Information requests; these all have a target of 100%. The measurement of satisfaction with schools is based on a very small sample with opinions captured only at a single point in time; more explanation is provided in the appendix to this report. Responses to complaints and Freedom of Information requests may be delayed where complexity adds to the time required to respond appropriately.
 - 4.14 Children's Services has narrowly missed some targets in relation to closing the attainment gap due to increased attainment for some of our best-performing students. However, the overall trend for the last 5 years has been of improving attainment for all. Stay-on rates for S4 pupils continuing to S5 have narrowly missed the target set, but out-perform the national average.
 - 4.15 Performance for looked after children being placed with families must be considered within the context of appropriateness of placement, and the service will make a placement in the best interests of the child, which may not always be in a family setting. First home visits for children newly looked after at home will continue to be monitored and this indicator has been identified as an area for improvement in the 2019/20 Service Improvement Plan.
 - 4.16 Criminal Justice Social Work (CJSW) continues to improve in relation to new supervision cases being seen within 7 days of an order, but is dependent on timely court notification and client compliance to meet the current target. Performance against other CJSW indicators continues to exceed the targets set, despite increasing workloads.
 - 4.17 Attainment in literacy and numeracy continues to show an upward trajectory, and the gap between pupils in deprived and less deprived areas is narrowing. The uptake of early years places both by eligible 2 year olds and by 3 and 4 year olds has increased, and 1140 hours are already being delivered in some areas, ahead of the national target for expanded provision.
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5 Reporting progress

- 5.1. Progress on the implementation of the Service Improvement Plan is regularly monitored by the Extended Senior Leadership Team every quarter and will be reported to the Education and Children's Services Policy Board and the Communities, Housing and Planning Services Policy Board on a six-monthly basis.

- 5.2. A review of progress throughout 2019-20 will be brought to this Board in November 2019.
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Implications of this report

1. **Financial** – The report highlights resourcing pressures arising from increasing demand for services and the current financial environment.
 2. **HR and Organisational Development** - none
 3. **Community/Council Planning** - the report details a range of activities which reflect local community planning themes.
 4. **Legal** - none
 5. **Property/Assets** - none
 6. **Information Technology** - none
 7. **Equality & Human Rights** The recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only.
 8. **Health and Safety** - none
 9. **Procurement** - none
 10. **Risk** - none
 11. **Privacy Impact** - none
 12. **Cosla Policy Position** - none
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List of Background Papers

None

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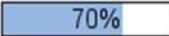
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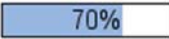
Council Priority 1: Reshaping our place, our economy and our future

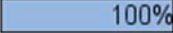
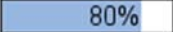
Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update
	CHS.SIP.18.01.01	Develop and implement a strategic vision for learning and teaching within and across Early, Primary and Secondary sectors.	Improved practitioner confidence in the classroom and therefore improvements in overall attainment and achievement.	31-Aug-2018	100%	Early Years A range of training to support with teaching and learning has been made available to management and staff across early years and childcare. This includes the Leaders of Learning programme, Frobelian Childhood Practice, pedagogical leadership, and assessment and moderation. These have had a positive impact on teaching approaches and staff confidence in assessing children's progress and planning learning. Training and development opportunities will continue to be planned and made available to staff this session. Primary Our partnership with University of Strathclyde continues. The 'Dive into Writing' programme has been very successful and several classroom assistants have been trained in approaches to support children in literacy and numeracy activities. In relation to numeracy the 3 Domain model is being implemented. The numeracy champion network was created to ensure opportunities for dissemination and cascading of information, training, development and best practice in teaching, learning and assessment to ensure consistency of vision across establishments. Secondary Subject forums meet at regular intervals to share practice and develop new resources. These are attended by SQA representatives and by the Development Officers for Literacy, Numeracy, and Assessment, as appropriate. Secondary schools are improving the recording of wider achievement (rather than just attainment) and using this information to celebrate the successes of young people.

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update
	CHS.SIP.18.01.02	Support and improve approaches and planning to assessment and moderation.	Practitioners are more skilled in the effective use of moderation to inform learning and teaching and are signposted to best practice.	31-Mar-2021		A programme of training in assessment and moderation has been delivered, and feedback from the sessions has been positive. This will continue to support practitioners in planning for assessment and moderation, and to raise confidence in teacher judgement regarding pupil's achievement of a level. All primary schools have taken part in Moderation CLPL within the authority and three cohorts of primary moderation (six school clusters) have been completed a moderation cycle. In addition there have been increased levels of collaborative planning and moderation approaches with the West Partnership. Assessment and moderation lead training is almost complete, with plans to continue this to support schools next session. Further CLPL will support moderation across the BGE in secondary schools and early years and childcare establishments in session 2019/20.
	CHS.SIP.18.01.03	Support all establishments in developing data literacy to improve learning and teaching.	Staff at all levels are supported to use pupil data to plan and improve learning and teaching.	31-Mar-2021		Establishments continue to be supported to improve data literacy skills through training and individual support from the central team. In the last quarter, continued support was provided to a number of primary schools as they moved to new tracking systems developed by the team. This process is still ongoing and training will be provided on an ad-hoc basis. Formal training was also provided to support head teachers in using the BGE Benchmarking Tool. This is a new national dataset that provides a range of comparator data which can be used to support improvement across broad general education. In quarter 4, secondary school were provided with a detailed analysis relating to the attainment and post-school destinations of the 2017-18 leavers cohort. Additionally, all schools were provided with a data pack containing a range of analysis of pupil attendance and exclusions. This information can be used to identify challenges and areas of success, allowing head teachers to continue to drive improvement in their establishments.
	CHS.SIP.18.01.04	Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments.	Staff are skilled and knowledgeable and able to effectively support children and young people in their learning and development.	31-Mar-2021		Within broad general education (BGE), attainment in literacy and numeracy has consistently improved over 3 years. The percentage of pupils achieving the expected level for their stage increased in all curricular areas in 2017/18. In literacy, the percentage of pupils achieving the expected level for their stage in all areas increased from 77% in 2016/17 to 80% in

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						2017/18. In numeracy, the percentage of pupils achieving the expected level for their stage increased from 83% in 2016/17 to 85% in 2017/18. In 2017/18, Renfrewshire outperformed the national figures at all stages and curricular areas. In the senior phase, the percentage of leavers achieving SCQF Level 5 or above in literacy increased by 2 percentage points in 2017/18 to 87%. There has been a consistent improving trend over 5 years and Renfrewshire performs above national and in line with its virtual comparator. In the 2017/18 leavers cohort, 76% achieved SCQF 5 or above in numeracy. The percentage of pupils achieving SCQF Level 5 or above in numeracy has increased over 5 years and remains ahead of both its virtual comparator and the national figures. In 2017/18, the average total tariff for the 20% lowest and 60% middle attainment cohorts remained in line with previous years and continued to perform above national. The average total tariff of the 20% highest attainment cohort has increased over 3 years bringing it ahead of national for the first time. The average total tariff of all school leavers in 2017/18 continued to increase, remaining above national but behind the virtual comparator.
	CHS.SIP.18.01.05	Further develop the curriculum, and the opportunities for personal achievement, to maximise school leavers' skills to meet the needs of employers.	A more consistent approach is evident in schools in terms of successfully supporting young people into positive and sustainable destinations post school.	31-Mar-2021		Schools are increasingly seeking opportunities to increase the range of accreditation opportunities for young people, including Saltire and John Muir awards. There has been an increase in the number of vocational courses available for senior pupils at West College Scotland (WCS) and it is proposed that 2 vocational courses in session 2018/19 will be hosted in secondary schools to support increased partnership working with the college and to encourage more vulnerable young people, who may be reluctant to travel to college, to engage as appropriate. The hosting of the child care vocational programme in Trinity High School has been very successful this session with 20 young people, which is a full cohort, still on course to complete. In term 3, delivery of this course will move to WCS in order to give the students the college experience. A few schools are already moving to a work-placement model within the senior phase which provides more relevant work-experience for young people, as opposed to the entire S4

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update
						cohort being out at the same time. Discussion has taken place with Secondary Head Teachers (HTs) regarding work-experience and how this can be enhanced for young people, with an increasing number of schools moving to a bespoke model within the senior phase. An audit has been carried out across schools to determine how they are using and embedding the Career Education Standard and further work will be done with schools to progress this. Between January and March 2019, a series of employability workshops were organised by Children's Services staff for senior phase pupils identified as being at risk of not moving into a positive destination post school. These covered interview skills, CV and application writing skills. These were delivered by local employers and were very positively evaluated.
	CHS.SIP.18.01.06	Support schools to deliver a Senior Phase which ensures appropriate pathways and provides the best possible opportunities for them to achieve a range of qualifications.	An increase in the number, and quality of qualifications being gained by young people. Increased numbers of young people particularly girls undertaking STEM qualifications	31-Mar-2021		Through an increased and more rigorous use of data, schools are more effectively tracking the progress of young people in the broad general education (BGE) and the senior phase. This is allowing earlier intervention and targeted support for more young people, leading to improved attainment. The work of the project leaders across secondary schools is more focused this session, and their key priority is to support our most vulnerable young people into positive destinations post-school. They are using more robust systems to track and monitor these young people and are working more effectively with partners such as Skills Development Scotland (SDS) and Invest. Project leaders are also now offering greater support to young people within the flexible learning resource bases. There has been a slight increase in the number of girls undertaking science, technology, engineering and mathematics (STEM) subjects and partnership work will continue in session 2018/19 with the national Primary Engineer Programme which supports training for primary staff to deliver engineering in the primary sector. We now have representation on the recently formed STEM West Partnership strategic group. This group is tasked with initially auditing current provision regarding STEM opportunities for pupils, professional learning for staff and career information relating to STEM with a view to further developing these.

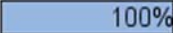
Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update
						The uptake in the number of young people undertaking Foundation Apprenticeships (FAs) is increasing. In session 2019/20, we will be offering an additional 3 one-year apprenticeships and the Council's Economic Development Department will lead on the FA in Business Skills. There will also be a seconded post, financed by SDS, for a development officer to support and promote the uptake of FAs across the local authorities that use WCS for delivery. To date (April 2019) there have been 70 FA applications completed by pupils across all schools. Last session we had 27 applications.
	CHS.SIP.18.01.07	Continue to develop partnership links and collaborative arrangements with the Further Education sector, employers and commerce in line with the Commission for Developing Scotland's Young Workforce Report.	A range of programmes are being delivered through these partnerships, enabling school leavers to secure a positive post school destination.	31-Mar-2020		A review of school/college partnership provision has been undertaken to ensure that opportunities for young people to follow appropriate courses is maximised. As a result, the number of college courses on offer has increased and more young people are able to be offered these opportunities. Schools are also looking to increase the range of vocational courses which can be undertaken in-house by appropriately trained teachers. Renfrew High School is currently working with Glasgow City College to progress a construction qualification within the school. Schools are also increasingly being supported to build links with local businesses as potential employers. Through development officer representation on the Renfrewshire Council Community Benefits Forum, a significant number of contacts have been made with local businesses who are now offering work-experience and potential employment opportunities for young people. Schools have been made aware of these and have been making contact with them. As a result, there are increasing opportunities for work-placements within the senior phase. The S2 college taster sessions were very positively evaluated by the young people who participated and a number of them indicated that they would be likely to undertake a vocational option at college. This programme is being run once again this session.

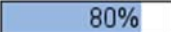
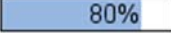
Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update
						Schools have also been made aware of the recently published Scottish Government document 'Young People's Pathways – a progress report on Developing the Young Workforce', which makes a number of recommendations. These recommendations will be progressed over the coming months with schools and partners.
	CHS.SIP.18.01.08	Evaluate the 'Family Firm' pilot and identify options for sustainability	A partnership approach which gives looked after children and care leavers additional support into employment and training will address some of the inequalities they face and result in more positive outcomes.	31-Mar-2019		The Family Firm approach has demonstrated its effectiveness in supporting Care Experienced Young People (CEYP) into positive post-school destinations. Continuation of the approach has been enabled via our successful application to Life Changes Trust (LCT) for £224k over 2 years from February 2019. The funding will enable a system change project to improve how we meet the needs of CEYP. The project will work alongside related workstreams funded via the Looked After Children's (LAC) Attainment budget to support young people through their transition from education towards further education, training and employment. The project will enable a strengthened and more holistic approach to how we understand the needs of vulnerable young people at the earliest stage and how we plan for and deliver the support they need to achieve their potential.
	CHS.SIP.18.01.09	Support high numbers of our young people to enter positive and sustained post-school destinations.	Information and support which leads to young people finding a post-school option that fits with their goals will support them to have more positive experiences of further and higher education, employment and training.	31-Mar-2019		There has been an increased focus this session on how schools are supporting pupils at risk of not moving into positive destinations post-school, and the impact of this will be closely monitored. Schools have been asked to provide specific detail on what they are doing to support individual young people, and this will form part of the discussion with school senior leaders at the quality improvement visits by education managers. It has also been a regular agenda item at secondary head teachers' (HTs) meetings this session to ensure it remains a priority. Training was provided by Skills Development Scotland (SDS) and Children's Services Business Support Team for school staff on data input regarding leaver information. As a result, the quarterly figures received from SDS on this are evidencing improvement and more robust approaches by schools which in turn is allowing schools to target vulnerable young people more effectively. Regular meetings with SDS senior staff has supported strong partnership working and consistent

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						approaches to supporting all young people to move into positive destinations. The Head of Service and Education Manager with responsibility for this area, will meet with each Secondary HT before the end of this session to discuss school approaches and supports in relation to young people moving into positive destinations post school. The work being done by the project leaders in terms of specifically targeting supporting those at risk of not moving into a post school destination is showing early indication of improvements in the numbers moving into positive destinations. The growing number of personal achievement awards and opportunities being offered across schools is further developing the confidence and skills for learning, life and work in young people. A few schools are now introducing the SQA Health and Wellbeing award for whole cohorts through Personal, Social, Health and Economic (PSHE) education. This will enhance the development of personal skills and confidence of young people and better prepare them for post-school destinations and sustainability. Schools are also working more closely with Economic Development colleagues to support post-school transitions into sustained positive destinations.

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17		2017/18		2018/19		Explanation of Performance
					Value	Target	Value	Target	Value	Target	
CHS/PD /01	% of School leavers in a positive destination				92.8%	94%	93.1%	95%	n/a	95%	The percentage of 2017/18 leavers entering a positive destination is consistent with previous years at 93.1%. This represents a gradual increasing trend over 3 years. Renfrewshire remains behind national and the virtual comparator in this measure. The majority of school leavers went into higher or further education – 43% and 25% respectively. The figure this year was 43%, above the national average of 41%. A further 22% went into employment. Figures for 2018/19 will be available in March 2020.

Council Priority 2: Building strong, safe and resilient communities

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update
	CHS.SIP.18.02.01	Continue to develop residential provision in childcare.	Young people are able to access levels of support they require from in-house services.	31-Mar-2020		Our newest Children's house at Brediland Road in Linwood was completed at the end of January 2019 and became operational in February 2019.
	CHS.SIP.18.02.02	Extend the whole-school Nurturing Relationships Strategy (RNRA) in schools across Renfrewshire.	All staff in participating schools have an understanding of attachment theory and nurturing practices to help children develop socially and emotionally.	31-Mar-2021		49 establishments (Primary, Secondary & SEBN provision) are currently engaged with the Educational Psychology Service (REPS) to develop RNRA. An Early Years RNRA programme has begun this session. REPS are also leading the coordination of authority viewings of the "Resilience Film" about Adverse Childhood Experiences (ACEs). The piloting of the Education Scotland materials "The Compassionate and Connected Classroom" is underway in 10 establishments. An Accreditation Framework for RNRA will be introduced over the coming session. RNRA features on the Education Scotland Improvement Hub as a Good Practice Exemplar.
	CHS.SIP.18.02.03	Continue to modernise our school estate, maximising opportunities for communities to benefit from new facilities.	Schools are modern environments with facilities that allow more opportunity for activities and innovative learning and support a more positive experience of learning.	31-Mar-2022		The new build projects at Bargarran Primary School and St John Bosco Primary School and Early Learning and Childcare Class and St Paul's Primary School and Foxlea Early Learning and Childcare Centre are complete and the contractors are offsite.

						Phase 3 of the St Anthony's Primary School refurbishment is complete and phase 4 of the project will commence in April 2019 with an expected completion date of August 2019. Through the Council's capital budget process funding has been identified to undertake the external works package which was previously deferred. The new build Spateston Early Learning and Childcare Centre is now fully designed and a programme of work has been scheduled to deliver the new Centre by April 2020.
	CHS.SIP.18.02.04	Embed a consistent approach to supporting children and families affected by domestic violence informed by a strength-based model of intervention.	Children experiencing domestic violence are supported to be safe.	31-Mar-2020		Services in Renfrewshire continue to work to the 'Safe and Together' model of practice. The consistency in responding to concerns around domestic violence has improved. The Renfrewshire Gender-Based Violence Strategy Group launched the local strategy on 27 November 2018, during the 16 days of action. This strategy has been shared widely and will contribute to staff across services delivering a consistent approach to supporting children and families affected by domestic violence. Progress on the activities is being reviewed at present.
	CHS.SIP.18.02.05	Implement recommendations flowing from the national reviews of child protection and the care system.	Child protection practice is further enhanced and strengthened in line with recommendations.	31-Mar-2020		We are still waiting for more explicit guidance with regard to the development of child protection procedures. Renfrewshire Children's Services has supported the development of national learning through direct representation and in contributions to discussion within Social Work Scotland.
	CHS.SIP.18.02.06	We will respond to the planned presumption against short sentences (PASS).	Extend the opportunities for people with convictions to engage with community based services to address their offending behaviour.	31-Mar-2019		Presumption Against Short Sentences (PASS) is likely to result in increased community sentences, in place of custodial sentences of up to 12 months. Recent information advises that the legislative change required will not be laid in parliament until the end of April 2019, and the Justice Committee is seeking information as to the potential impact. The Care Inspectorate is undertaking criminal justice inspections which will include preparation for PASS, there is as yet no timescale for Renfrewshire, and Renfrewshire criminal justice services assisted Community Justice Scotland in December in their research to inform the resources required. Work is ongoing to consider how sufficient staffing can be provided to meet existing and increasing demands given reduced criminal justice funding over the last few years, and further reductions anticipated until 2020/21 when dampening of grant funding ends.

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17		2017/18		2018/19		Explanation of Performance
					Value	Target	Value	Target	Value	Target	
CHS/CJ/CPO/02	% of NEW unpaid work orders/requirement complete by the required date				n/a	72%	69%	72%	76%	72%	Performance exceeds target set. All attempts are made to complete orders within the timescale. Hours imposed have increased by 100% since 2011/12 and timescales for completion have reduced significantly. Where timescales cannot be met due to service user issues (such as ill health), or service capacity (due to increasing use of Fiscal Work Orders and increases in the number of hours being imposed) then extensions are sought from the court to enable completion of orders. There are also occasions where orders are returned to court under breach, there are delays with court hearings and individuals are returned to unpaid work to complete orders necessitating extensions.
CHS/CJ/CPO/01	The percentage of NEW clients subject to a new supervision order seen by a supervising officer within 1 week				69%	92%	74%	92%	78%	92%	Performance does not meet the target set, however is improving as a result of the focus on this area. Appointments are arranged at the point of the court assessment and are included within the court report so that those then sentenced to supervision orders will then have an appointment set. They are set for within 7 working days unless there are unusual circumstances e.g. client in custody. In some occasions there will be further deferments for reports from other agencies which then means this appointment is invalid. Attendance is then dependent upon service user compliance, and affected by any time delays by information shared by external courts.
CHS/CJ/CPO/04	Percentage of NEW unpaid work clients seen within 1 working day of the order				73%	65%	76%	65%	72%	65%	Performance continues to exceed target set and there is continued focus on this initial engagement. All attempts are made to engage with those individuals where CJSWRs are undertaken and thus the service is aware of the possibility of an order. Growing numbers of individuals have no assessment prior to their court appearance and are thus unaware of

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17		2017/18		2018/19		Explanation of Performance
					Value	Target	Value	Target	Value	Target	
											reporting timescales, approx. 23% in this time period. Also 49% of those who were not seen within 1 day were sentenced at another court, thus resulting in delays as our court service cannot attempt to engage with them and there are then delays in this information being passed to Renfrewshire services.
CHS/CJ/CPO/05	Percentage of NEW unpaid work clients receiving an induction within 5 working days of the order				66%	70%	73%	70%	73%	70%	Performance continues to exceed the target set. Processes ensure that new unpaid work service users, that we are aware of, are scheduled to meet their supervising officers within 24 hours of court and receive their initial induction that day, they then attend for a more in depth health and safety induction within 5 working days of court. Meeting the range of required deadlines is thus dependent upon the timescales of orders from court, the ability to engage with the individual as early as possible, and client compliance. Increasing numbers of service users receive orders without court reports being undertaken (approx 23%), this and attendance at external courts (approx 20%) can delay Renfrewshire being made aware of orders imposed. In this year 44% pf those not meeting the target failed to attend appointments.
CHS/CJ/CPO/06	Percentage of NEW unpaid work clients beginning work placement within 7 working days of the order				32%	50%	53%	50%	70%	50%	Performance continues to exceed target set. All attempts are made to engage with individuals and ensure that they commence work which is safe for the community, themselves and staff supervising them as timeously as possible. Where orders are imposed without social work reports (approx 23%), and there are delays with information being passed to Renfrewshire from other courts, delays can occur in initial contact which then impact upon the range of initial contacts which then effects their commencing work. Meeting this timescale is also dependent upon client compliance and in this year approx 44% of those who did not meet the timescale failed to attend for appointments.

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17		2017/18		2018/19		Explanation of Performance
					Value	Target	Value	Target	Value	Target	
CHS/CP R/01	Percentage of children registered in this period who have previously been on the Child Protection Register				12%	n/a	23%	n/a	23%	n/a	The percentage of children registered during the period of 1 April 2018 to 31 March 2019 who have previously been placed on the child protection register was 23%. This is consistent with the percentage of children registered in 17/18 who had previously been placed on the Child Protection Register. The number of families registered in 18/19 that contained children who had previously been registered was 21 families compared to 19 families in 17/18. We will continue to closely monitor re-registrations.

Council Priority 3: Tackling inequality, ensuring opportunities for all

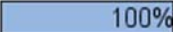
Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update
	CHS.SIP.18.03.01	Provide high quality education throughout the Broad General Education and Senior Phase to narrow the outcomes gap for disadvantaged groups.	Improved outcomes for disadvantaged young people in terms of total tariff points and positive destinations.	31-Mar-2021		The authority is making excellent progress in relation to improving learning, raising attainment and narrowing the poverty-related attainment gap. This was recently highlighted by Education Scotland in their authority inspection report which was published in February 2019. The key strengths outlined in the report include very strong self-evaluation, highly effective leadership, high quality professional learning, consistent improvements in relation to governance and in closing the poverty-related attainment gap. The progress made was also highlighted within the authority with the Attainment Challenge team receiving the Chief Executive's Award at the 2019 staff awards. More detailed information on workstream progress can be viewed in the Scottish Government mid-year Attainment Challenge report.
	CHS.SIP.18.03.02	Further develop our Early Years curriculum and support new legislation.	Children are given the best start and are supported to reach their full potential.	31-Mar-2021		The final 1,140 expansion plan for early learning and childcare, which increases the hours from 600 hours to 1,140 by 2020, was approved by the Education and Children's Services Policy Board in August 2018. The established governance arrangements continue to support the planning and implementation of the expansion, including developing and extending the workforce, progressing infrastructure and

					phasing of placements. Currently around 560 children are receiving 1,140 hours of funded early learning and childcare in Renfrewshire; this is either within a local authority or approved partner provider. Quality continues to be at the heart of Renfrewshire's 1,140 expansion. The early learning and childcare experience provide Renfrewshire's children with the best start and helps them reach their potential. Renfrewshire continues to be an active member of the Glasgow City Region Improvement Collaborative, through the early years partnership, to plan and progress effective development opportunities for staff, ensure a key focus on learning and teaching, and good quality indoor and outdoor learning environments A comprehensive continued professional learning programme, which includes leadership opportunities for Renfrewshire's early years workforce, continues to be progressed. The programme includes pedagogical leadership training and opportunities for senior and middle managers and provides existing and new employees to gain qualifications to meet SSSC requirements. This programme supports the workforce in both the local authority and in approved partner providers and is helping to build the capacity of the workforce required to take forward the expansion and ensure the delivery of high-quality early learning and childcare. Renfrewshire Council is now employing Modern Apprentices with the early years sector and they are currently undertaking training to become early years practitioners. The recruitment of additional staff continues to be progressed.
	CHS.SIP.18.03.03	Encourage and support active collaboration and engagement with parents and families in supporting their child's learning.	Stronger relationships will exist between the school and the home leading to more successful learning partnerships.	31-Mar-2021	100% Eight Inclusion Support Assistants (ISAs) are supporting around 80 young people in S1 to S3 across nine of our secondary schools. The ISAs have collaborated closely with Transition teachers and Pupil Support staff to identify target young people at the transition stage, to ensure that supports and interventions are provided as early as possible and to avoid duplication of support to families. Referrals have been made due to concerns related to attendance, behaviour and/or lack of parental engagement. Systems to measure the impact of targeted interventions, and parental engagement on improving outcomes for young people, have been refined and improved. Quantitative and qualitative data is being collected in order to measure the impact of this work.

					The expected outcomes for young people are to improve attendance, reduce exclusions and improve parental engagement. This should ultimately lead to improved attainment and achievement. As of, March 2019, attendance had improved or been maintained for 50% of pupils in the target group and there had been no exclusions for 88% of pupils. The two wellbeing indicators highlighted most often as a concern for pupils are 'achieving' and 'responsible'. In the period Sep 18 – end Jan 19, these scores have improved for 68% of pupils and 60% of pupils respectively, (where initial scores were 7 or less out of 10). In 65% of families, the ISAs have succeeded in engaging with parents positively. Parents in Transition/Partnership (PIP) programmes successfully involve 12 secondary establishments linking with cluster primary schools at point of transition and S1. Around 120 S1 families are being supported through PIP, with targeting related to families requiring extra support at transition time. PIP coordinators work closely with Transition Teachers, Home Link, Guidance, Primary staff and Pupil Support to identify target group and ensure that softer engagement & support is provided as early as possible. Re-connect programmes are underway for the 2017/2018 targeted families (S2) in each secondary establishment. The latest data shows that 70% of S2 pupils from the 2017/18 session have either maintained or increased their attendance. Quantitative and qualitative data is being collected to measure the impact on parental engagement, pupil attendance and attainment, and evaluation of the programmes will be undertaken. Our first group of Parent Ambassadors completed their training in December 2018 and this group are now working their associated secondary clusters to support the transition/PIP programmes.
	CHS.SIP.18.03.04	Support targeted children and young people at key transitions to close the attainment and achievement gaps.	Transition teachers will have a good understanding of curricular transition in order to better support targeted pupils and will cascade best practice.	31-Mar-2021	100% Transition teachers have been very successful in supporting targeted children across our primary and secondary sector. In particular, there has been increased pupil participation and engagement in the secondary classroom, improved

					attainment of targeted pupils in literacy and numeracy, and improved cluster relationships, dialogue, collaborative working and professional learning opportunities. A curricular transitions pilot is being trialled in 4 nursery (pre school) and 4 primary (primary 1) establishments to support target children (and their families) with their learning and progression across transition. The focus of the pilot is improved engagement, participation and attainment in early level which will be supported by improved collaborative planning, more consistency in tracking and quality transfer of information, enhanced cross sector moderation and greater professional learning opportunities for practitioners working across early level. Data is being used in both projects to target pupils for transition teacher/officer support, track target pupils' progress across transition, understand pupils' learning, and understand where curricular transition processes need to be reviewed and developed. P7 – S1 Impact to date: Pupils – Cohort 2 wellbeing levels: majority of target pupils at baseline were at levels 5-7 for confidence and achievement. By review 3, majority were at levels 8-10, showing significant shift in achievement and confidence from Feb 2018 to Dec 2018. Staff - 86% of secondary and 78% of primary teachers agree that transition teacher support has positively impacted on target pupils' ability to access the curriculum in their lessons. 73% of secondary teachers agree that transition teacher support has positively impacted on the engagement of target learners in S1 learning and teaching. 70% of secondary teachers also agree that transition teacher support has impacted positively on their school's curricular transition processes. Numeracy and Literacy across Transition – staff involved agree that, as a result of this intervention, pupils engage quicker and are ready to move on.
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						Pupils and Parents – 100% of parents engaged in Parents in Transition have responded positively to the pilot. A recent parent and child joint survey shows that 92% of target pupils and their parents agree that the transition teacher role is a positive way to support pupils with their learning between primary and secondary and should be continued. Nursery - Primary Impact to date: Early evidence suggests that target children and their families are benefitting from transition officer support. Schools involved have now started to change their practice in P1, further developing or introducing play based approaches. The transition officer role is also informing improvement planning for next session.
	CHS.SIP.18.03.05	Support inclusion of vulnerable pupils including those ASN through improving key processes.	Attainment and achievement is increased through access to relevant opportunities and enhanced pathways to success.	31-Mar-2021		A revised protocol for prioritising the support for children with additional support needs was implemented in September 2018. The Education and Resource Group (ESRG) Protocol has meant greater transparency and better, more effective decision making. The ESRG group has continued to meet on a sectoral basis. Along with the Locality Inclusion Support Network (LISN) pilots which offer peer support for particularly challenging circumstances. These developments have led to more empowerment of headteachers and more transparent decision making. There has been a reduction in the number of external education day placements required for Renfrewshire pupils. Improvements in engagement with pupil support co-ordinators in pre-5 and primary have been made through locality meetings.
	CHS.SIP.18.03.06	Take forward a 'Celebrating Youth' programme, offering young people the chance to get involved and participate in	Young people are engaged with their wider community and have opportunities for new experiences.	31-Mar-2021	n/a	This action has transferred to Communities, Housing and Planning Services as part of Youth Services.

		various social, cultural, digital and sport activities.				
	CHS.SIP.18.03.07	Introduce a youth and equalities forum as a key element of local engagement.	Children and young people have their voice heard by the services which support them. They feel listened to.	31-Mar-2022	n/a	This action has transferred to Communities, Housing and Planning Services as part of Youth Services.
	CHS.SIP.18.03.08	Ensure Renfrewshire is a 'Child Friendly' place where children are nurtured and thrive.	All children in Renfrewshire have the best possible start in life.	31-Mar-2022		A number of priorities have been agreed within the Life Chances Group which will result in Renfrewshire being "child friendly".
	CHS.SIP.18.03.09	Review support for young carers, identifying opportunities to improve life chances.	Young carers have time away from their responsibilities and are supported to make time for themselves.	31-Mar-2022		The Young Carer Social Worker has undertaken approximately 100 Young Carer Statements. A new programme of outcome-focussed groupwork at the Carers' Centre is ongoing. A contract monitoring report has identified areas for development at the Centre and we will work together to deliver improved range and quality of interventions. Young Carers will benefit from the 'Aberlour Attain' mentoring service which has commenced recruitment in Renfrewshire.
	CHS.SIP.18.03.10	Deliver approaches in educational establishments which support the reduction of inequality and support improvements in health and wellbeing for children and young people.	Children and young people have increased levels of resilience and are supported in social and emotional development.	31-Mar-2021		The area of focus this academic session has been improving the mental, social and emotional wellbeing of children and young people. Current activity includes: - The introduction of the Place2Be Counselling Service into 4 primary and 2 secondary schools, with early reports indicating a positive impact on pupils, staff and parents; - Place2Be mental health champion training for staff from 11 schools; - Provision of Lifelink counselling and peer mentoring programmes in all secondaries and in Mary Russell school; - Delivery of training to staff on Understanding Suicide and Understanding Self-Harm; - With partners, creating materials for pupils, staff and parents to support children and young people experiencing loss and/or bereavement; - Working on an authority-wide approach to the SQA Mental Health and Wellbeing Award (Level 4 and 5); - Supporting health partners to deliver their Relationships and Sexual Health priorities and promoting the LGBT School Charter, which 9 schools will start working towards in August 2019; - Developing health and wellbeing progression planners, aligned to national benchmarks, for use in schools;

						- Monitoring the use of emotional literacy programmes, such as PaThS, in schools and piloting a cognitive behavioural therapy programme; - Working with health partners to produce a Renfrewshire Mental Health in Schools model; - With Youth Services, consulting with a large sample of pupils as part of our response to the national review of personal and social education, and involving them in the development of an action plan.
	CHS.SIP.18.03.1 1	Reinvigorate and refine existing high-quality approaches with partners to ensure we are Getting it Right for Every Child.	As part of a shared approach across the service and with partners, the service is meeting the needs of vulnerable children and young people, facilitating them to reach their full potential.	30-Jun-2019	100%	The ASN review is underway and formal engagement with a range of partners is taking place to ensure that the views of all key stakeholders are represented as the review progresses. Workstreams are meeting to develop new and improved approaches to meeting the needs of children who require additional support. Large scale engagement with stakeholders has taken place in relation to the ASN review to ensure that the views of those involved are heard and represented. Co-production sessions using the Person Centred Planning (PCP) approach have reached over 400 staff and parents. Sessions are now being planned for pupil engagement. Renfrewshire is sponsoring a number of parents to engage with the Partners in Policymaking course, to empower parents of children with additional support needs and support meaningful partnership. Work is ongoing to ensure that schools and early years establishments are supported to make robust wellbeing assessments of children's needs; new training is being rolled out. The Child's Planning Framework steering group has been re-instigated to ensure that key partners engage in agreed processes to meet the needs of the most vulnerable children within the GIRFEC framework. An education/health strategic liaison group has been initiated to ensure clear pathways for support and engagement between the services.

	CHS.SIP.18.03.1 2	Provide children and young people with opportunities to participate in activities which provide a vehicle for wider achievement.	Children and young people have opportunities to participate and achieve in a wider range of activities. Achievement is not focused solely on exam passes.	30-Jun-2018	 100%	Children's Services continues to work closely with colleagues in Youth Services (now part of Communities, Housing and Planning Services) to provide targeted youth work programmes in schools and community-based settings. These include holiday programmes, family learning, youth clubs and forest schools. Programmes such as the Saltire Award, Duke of Edinburgh Awards, Go Mountain Bike and Heart Start link to wider achievement by helping young people work towards an accreditation. Awards are open to all participants and significant support is provided to targeted groups who may experience disadvantage, barriers or access to learning opportunities. Youth Services led on the Year of Young People 2018 in Renfrewshire and ran a number of events and activities as part of this.
	CHS.SIP.18.03.1 3	Work with schools to improve awareness of the needs of Looked After Children.	Children and young people benefit from a more holistic approach to their care. Schools are aware of particular needs.	31-Mar-2020	 100%	All schools are aware and track the progress of their looked after children. Proactive support plans are in place to improve attainment for all looked after children. Education Managers review the progress of looked after children during their quality assurance/improvement visits to schools.
	CHS.SIP.18.03.1 4	Work with a range of partners to ensure that skills and training for employment are a part of the rehabilitation journey and that access to the job market is fair for people with convictions.	People with convictions are supported not to re-offend and given the opportunity to demonstrate that they have made positive changes to their lives.	30-Apr-2019	 100%	Renfrewshire's success in the Employability, Innovation and Integration Fund, led by employability services, has led to the creation of 'Just Learning', a programme to support increased access to employment and training for those with convictions. Over 40 service users have now been supported, individuals have completed the 'Keys to Learn' initiative resulting in applications for training and employment, and a range of staff have been provided with sessions on legislation and disclosure by 'Recruit with Conviction' to help them support service users. APEX are assisting service users with disclosure and now working with women's groups through criminal justice services, as they have been harder to reach. Work is in progress to evaluate the service. It has been established that funding can continue for the co-ordinator post which will ensure a sustained employability pathway for criminal justice service users in Renfrewshire when funding ends in 2019.

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17		2017/18		2018/19		Explanation of Performance
					Value	Target	Value	Target	Value	Target	
CHS/ATT /04	No. of opportunities for young people to achieve through accredited awards				1,004	1,030	1,193	1,130	n/a	1,130	Planning and delivery of opportunities is consistent over the year and offers voluntary participation in a range of wider achievement awards. The 2018/19 figure will be available after the end of the academic session.
CHS/ATT /01a	% of Leavers attaining literacy SCQF Level 4				97%	n/a	96%	96%	n/a	97%	The percentage of leavers in Renfrewshire achieving literacy and SCQF level 4 or above has remained relatively constant over the past 5 years at 96%. These figures are in line with our virtual comparator, which in 2018 was also 96%. The 2018/19 figure will be available in March 2020.
CHS/ATT /01b	% of Leavers attaining numeracy SCQF Level 4				92%	n/a	92%	92.5%	n/a	93.5%	The performance of Renfrewshire school leavers in numeracy at SCQF level 4 or above has remained consistent over the past 3 years at 92%. This is marginally below the virtual comparator which is 93%. Over 5 years, the percentage achieving SCQF level 4 numeracy or above has increased by 6 percentage points. The 2018/19 figure will be available in March 2020.
CHS/ATT /01c	% of Leavers attaining literacy SCQF Level 5			n/a	86%	n/a	87%	82.5%	n/a	84%	Attainment of school leavers in literacy at SCQF level 5 or above has increased by 2 percentage points in 2017/18. This increase has brought Renfrewshire marginally ahead of its virtual comparator. Over 5 years, Renfrewshire has increased the percentage of leavers achieving literacy at SCQF Level 5 by 12 percentage points. The 2018/19 figure will be available in March 2020.
CHS/ATT /01d	% of Leavers attaining numeracy SCQF Level 5			n/a	76%	n/a	76%	71.5%	n/a	73%	The percentage of school leavers achieving SCQF level 5 or above in numeracy is unchanged at 76%. Renfrewshire remains above the virtual comparator, which in 2017/18 was 74%. Over 5 years, the percentage achieving level 5 numeracy or above has increased by 10 percentage points.

CHS/ATT /05	Average total tariff score of all school leavers in Renfrewshire				943	921	949	931.5	n/a	n/a	The average total tariff of all leavers has increased in 2017/18 to 949. This is an improving trend over 5 years and is above the national average of 917. However, Renfrewshire remains behind the virtual comparator in this measure despite strong performance in the senior phase. The 2018/19 figure will be available in March 2020.
CHS/ATT /06	Average total tariff score of pupils living in SIMD 30% most deprived areas				684	n/a	667	n/a	n/a	690	The average total tariff of school leavers living in SIMD deciles 1-3 has marginally decreased in 2017/18. This decrease is as a result of a dip in attainment for pupils living in SIMD 3. Pupils living the 20% most deprived areas continue to improve their average total tariff. However, despite this marginal decrease, there is an increasing trend in the average total tariff for pupils living in 30% most deprived areas over 3 years. Renfrewshire remains in line with national and behind its virtual comparator. The 2018/19 figure will be available in March 2020.
CHS/ATT /07	Percentage gap in average total tariff score of school leavers resident in SIMD 30% most deprived and those from the 70% least SIMD deprived Renfrewshire areas.			n/a	New indicator for 2017/18	n/a	40%	36%	n/a	34%	The size of the gap between pupils living in most and least deprived areas has increased marginally in the 2017/18 leavers cohort. This is due to particularly strong attainment of pupils living in the least deprived areas in the 2017/18 leavers cohort. The 2018/19 figure will be available in March 2020.
CHS/ATT /08	Average Total Tariff Score of Looked After Children (school leavers)				New indicator for 2017/18	n/a	203	249	n/a	302	The average total tariff of school leavers that are looked after decreased in 2017/18 to 203. Due to the small number of looked after pupils in each leavers cohort there is considerable variation in the average tariff from year to year. However, the trend over 5 years has seen a gradual decrease in the total average tariff. The 2018/19 figure will be available in March 2020.

CHS/ATT/09	Gap between the Average Total Tariff Score of Looked After Children (school leavers) and that of the total Renfrewshire leavers cohort			n/a	New indicator for 2017/18	n/a	79%	72.5%	n/a	67.2%	The percentage gap between the average total tariff between looked after school leavers and the general cohort increased in 2017/18 to 79%. This was due to a decrease in the average total tariff of looked after pupils and an increase in the average total tariff of the general cohort. The number of looked after pupils in each leaver's cohort is small therefore a high degree of variation is expected in these figures year on year. The 2018/19 figure will be available in March 2020.
CHS/SC H/07	% of children attending school (Primary)				95.3%	n/a	95%	n/a	n/a	94.9%	This is an academic year PI. Attendance level data for Renfrewshire schools in 2018/19 will be available during summer 2019. Renfrewshire continues to maintain a high level of attendance in the primary sector, reaching 95.0% in 2017/18. This figure is consistent with attendance levels in previous years, which have been above the national average. Comparator information on attendance and absence is collected biennially. It will next be collected for the 2018/19 school year to be published in December 2019, as part of the Scottish Government's 'Summary Statistics for Schools in Scotland' publication.
CHS/SC H/08	% of children attending school (Secondary)				90.6%	n/a	90.3%	n/a	n/a	90.3%	This is an academic year PI. Attendance level data for Renfrewshire schools in 2018/19 will be available during summer 2019. Attendance levels in secondary schools have been maintained at 90.3% in 2017/18. This figure is in line with previous years data which been consistent over the past 5 years, remaining above the national average where data is available. Comparator information on attendance and absence is collected biennially. It will next be collected for the 2018/19 school year to be published in December 2019, as part of the Scottish Government's 'Summary Statistics for Schools in Scotland' publication.

CHS/SC H/09	% of young people choosing to stay onto S5 after January (as % of S4 roll at September previous year)				New indicator for 2017/18	n/a	87%	88%	n/a	90%	The percentage of pupils staying on to 5th year has continued to increase. This year's figure represents a continued positive trend over 3 years. There is no national comparator data for this specific measure however data from Skills Development Scotland's participation measure indicates that Renfrewshire has considerably more pupils remaining in school to the end of the senior phase than the national average.
CHS/SC H/10	% of young people choosing to stay onto S6 (as % of S4 roll at September two years before)				New indicator for 2017/18	n/a	66%	66%	n/a	67%	The percentage of pupils staying on to 6th year has continued to increase. This year's figure represents a continued positive trend over 3 years. There is no national comparator data for this specific measure however data from Skills Development Scotland's participation measure indicates that Renfrewshire has considerably more pupils remaining in school to the end of the senior phase than the national average.
CHS/ATT /14	Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Literacy between pupils living in 30% Most Deprived areas and those living in 70% Least Deprived Areas (SIMD)				New indicator for 2017/18	n/a	11	12	n/a	10	The percentage point gap between the attainment in literacy of pupils living in the most and least deprived areas has continued to decrease. The reduction in the gap has occurred due to attainment of pupils living in SIMD deciles 1 to 3 increasing at a higher rate than pupils living in SIMD deciles 4 to 10. As such it represents a genuine decrease in the size of the attainment gap. Figures for 2018/19 will be available in December 2019.
CHS/ATT /15	Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Numeracy between pupils living in 30% Most Deprived areas and those living in 70% Least Deprived Areas (SIMD)				New indicator for 2017/18	n/a	10	11	n/a	9	The percentage point gap between the attainment in numeracy of pupils living in the most and least deprived areas has continued to decrease. The reduction in the gap has occurred due to attainment of pupils living in SIMD deciles 1 to 3 increasing at a higher rate than pupils living in SIMD deciles 4 to 10. As such it represents a genuine decrease in the size of the attainment gap. Figures for 2018/19 will be available in December 2019.

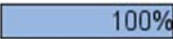
CHS/ATT/16	Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Literacy between pupils entitled to Free School Meals and pupils not entitled				New indicator for 2017/18	n/a	17	20	n/a	16	The percentage point gap between the attainment in literacy of pupils entitled to free meals and those not entitled has continued to decrease. The reduction in the gap has occurred due to attainment of pupils entitled to free meals increasing at a higher rate than pupils that are not entitled. As such it represents a genuine decrease in the size of the attainment gap. Figures for 2018/19 will be available in December 2019.
CHS/ATT/17	Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Numeracy between pupils entitled to Free School Meals and pupils not entitled				New indicator for 2017/18	n/a	16	16	n/a	15	The percentage point gap between the attainment in numeracy of pupils entitled to free meals and those not entitled has continued to decrease. The reduction in the gap has occurred due to attainment of pupils entitled to free meals increasing at a higher rate than pupils that are not entitled. As such it represents a genuine decrease in the size of the attainment gap. Figures for 2018/19 will be available in December 2019.
CHS/EY/02	% of entitled 2 year olds accessing 600 hours of early learning and childcare				n/a	n/a	56%	n/a	62%	n/a	There was an increase in the uptake of places in January 2019.
CHS/LG BF/01	Percentage of Looked After Children cared for in the community				94%	n/a	93%	n/a	n/a	n/a	The percentage of looked after children cared for in the community has remained stable at 92% in Q4 of 2018/19. Please note, this indicator is also reported annually and the figure for the annual figure is derived from the Local Government Benchmarking Framework indicator CHN9 'Balance of care for 'looked after children': % of children being looked after in the community'. The last data published for this indicator is for 17/18 and the 18/19 data is not expected to be published until March 2020 at the earliest. The percentage of looked after children cared for in the community in Renfrewshire in 2017/18 was 93% and above the Scotland average of 90%.
CHS/EY/01	% of 3 and 4 year olds accessing 600 hours of early learning and childcare				n/a	n/a	86%	n/a	93%	96.4%	There was a considerable uptake in the number of places during the final quarter of 2018/19.

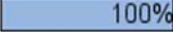
CHS/LAC /01	The percentage of children made subject to a supervision order that were seen by a supervising officer within 15 days				86%	100%	82%	100%	87%	100%	There were 99 new home supervision requirements during 2018/19 and the first visit was carried out within 15 days for 86 of these cases. Explanations were sought for visits that were carried out late and we will continue to closely monitor this indicator to ensure that late visits are minimised. There will always be an element of client compliance in relation to this indicator.
CHS/LAC /02	Percentage of accommodated Looked After Children placed with families				85%	83%	81%	83%	81%	83%	The percentage of children looked after and accommodated with families has remained stable at 81% in 2018/19 (as at 31/3/2019) but it is below the target of 83%. We will always aim to place children within families where it is appropriate to do so.
CHS/LAC /CL/01	Percentage of care leavers participating in employment, training or education				n/a	n/a	49%	47%	51%	47%	The increase in the percentage of those in positive destinations reflects the continued efforts of the Throughcare Service in supporting young people to sustain employment, training and education. We continue to work closely with local colleges and employability partners.
CHS/LAC /CL/02	Percentage of care leavers who have had a period of homelessness in the last 6 months				n/a	n/a	11%	n/a	1%	n/a	The reduction in homelessness reflects the ongoing commitment to support young people in tenancies and avoid homelessness.
RCPC/01	Number of children on the Child Protection Register at quarter end date				106	n/a	96	n/a	91	n/a	There were 91 children on the Child Protection Register as at the reporting period end date for 2018/19 (as at 31/03/2019), compared to 96 children as at the reporting period end date for 2017/18 (as at 31/03/2018). During 2018/19, 161 children were newly registered and 163 children were de-registered.

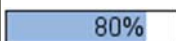
Council Priority 5: Working together to improve outcomes

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update
	CHS.SIP.18.04.01	Develop and implement a quality improvement framework to ensure consistency and rigour which will support the ongoing	A robust Quality Improvement Framework with clear procedures and guidance.	31-Mar-2021	100%	Renfrewshire's quality improvement framework (QIF) continues to be delivered through a range of quality improvement activities and resources which focus on delivery of the National Improvement Framework (NIF) priorities. Our

		cycle of self-evaluation and improvement planning.				strapline - 'Collaborate, Empower, Improve' – reflects our vision and aims in relation to the QIF. The framework is robust and includes 3 focussed visits to all establishments each session, in addition to a programme of establishment reviews. In our LA inspection report, published in February 2019, Education Scotland described our quality improvement approaches as 'highly effective'. Activity in 2018/19 has included: • Two school reviews and a follow-up visit to a previously reviewed school; • Head Teacher involvement in Visit 3 activity as a means of promoting collaborative working and empowering Head Teachers; • Ongoing use of a range of qualitative and quantitative information to support the development of improvement actions focused on attainment, attendance and exclusion; • Introduction of Pupil Equity Fund mentors to support Head Teachers; • A joint two-day development event with Inverclyde Council, focused on moderating the quality of classroom observations, improving evaluative feedback to schools, and sharing good practice; • Grouping of Head Teachers into "families" based on socio-economic indicators, with time given over to collaboration, sharing of practice and planning for joint working.
	CHS.SIP.18.04.02	Provide high quality professional learning for establishment leaders.	Senior leaders look outwards and use experiences gleaned to improve practice and quality in their own establishments.	31-Mar-2021		All Head Teachers (HTs) have been provided with time and space to reflect on their leadership approaches, develop skills in the co-coaching approach and strengthen relationships with colleagues across the authority. A broad range of leadership development opportunities for senior school leaders includes: • Attendance at the Columba 1400 Head Teacher Leadership Academy • Excellence in Headship programme from the Scottish College for Educational Leadership • "Into Headship" qualification at University of Strathclyde • Bespoke coaching programme to develop leadership capacity • Facilitated learning sets involving reflection on real challenges within schools

						- Aspiring Head Teacher (10 participants this year) and Aspiring Deputy Head Teacher (31 participants) programmes - Two full-day Health and Wellbeing workshops This action will be completed once current courses end in May 2019.
	CHS.SIP.18.04.03	Support and challenge establishments in more effective use of data to assess children's progress and improve learning and teaching.	There is rigour in the monitoring of school performance which leads to improvements in monitoring and tracking at a school level.	31-Mar-2021		Through the implementation of a robust Quality Improvement Framework (QIF), education managers are more confident when visiting schools to support and challenge establishment heads in their use of data. Professional dialogue takes place which has a focus on the monitoring and tracking of individual pupils' progress in learning, careful analysis of assessment data and identification of interventions to support targeted pupils. Extended training on the use of Insight and West Partnership training on understanding Education Scotland's Statistical Summary Report have increased the ability to effectively support and challenge establishments moving forward.
	CHS.SIP.18.04.04	Engage with proposed changes to education governance and local democracy, maximising opportunities for the organisation and communities.	Renfrewshire Council makes use of the opportunity to discuss and influence national policy.	31-Dec-2018		The directorate have been involved in local, collaborative and national discussions throughout the session ensuring we are contributing fully to the national agenda. We are working collaboratively with the West Partnership to support continuous improvement in educational outcomes for all children and young people. Renfrewshire are leading on aspects of the West Partnership plan and have representatives across all other areas.
	CHS.SIP.18.04.05	Support and strengthen the professional capacity of staff through leadership and professional development.	Staff at all levels recognise their individual responsibility to facilitate improved outcomes for children and young people. Succession planning is embedded in the service's practice. Provide high quality care on a consistent basis to improve the outcomes for children and young people.	31-Mar-2020		The Aspiring Principal Teacher (PT) programme, delivered by promoted staff from across Renfrewshire, has completed for both primary and secondary sectors. Primary evaluations indicated that 93% of participants feel more prepared to take on the role of PT and 100% feel more knowledgeable about effective leadership and what the role involves. Secondary evaluations indicated that 100% of those who responded feel more confident in their knowledge of effective leadership and what the role involves and 86% feel more likely to apply for future PT posts as a result of the training.

						Twelve staff from across the authority have taken up places at both Glasgow and Strathclyde Universities, utilising West Partnership funding for Master's level learning. Two 'Developing a Coaching Approach' full-day training sessions aimed at school senior management teams (SMT) have been delivered. This supports staff to develop a coaching approach particularly in relation to having difficult conversations with stakeholders. Evaluations were extremely positive – all participants stated that the course met the aims and the content and delivery were of a very high standard.
	CHS.SIP.18.04.06	Further develop reporting of management information to inform educational policy and practice including meeting the needs of the National Improvement Framework.	Robust information is being reported to relevant stakeholders in line council and service priorities and within the reporting mechanisms of National Improvement.	31-Aug-2018	 100%	In addition to improving the use of data in and across our schools, reports are provided to the Education and Children's Services Policy Board every six months; these contain a range of management information relating to the broad general education and national qualifications. Through feedback from those who use our data, we continue to develop and improve the quality and frequency of management information across the service and within schools.
	CHS.SIP.18.04.07	Ensure there is an appropriate level of staffing to deliver on the requirements of emerging policy developments relating to for example the Attainment Challenge, Pupil Equity Fund, and increasing early years provisions.	High quality workforce in place to deliver agreed levels of service.	31-Mar-2020	 100%	Staffing levels continue to be closely monitored. Workforce plans are informed by emerging policy developments and internal and external recruitment carried out as appropriate. A separate workforce planning exercise and plan has been drawn up in respect of early years' provision.
	CHS.SIP.18.04.08	Implement the service's workforce plan.	The service will have the right mix of staff, in sufficient numbers, and with the knowledge and skills to do their job effectively.	31-Mar-2020	 100%	A proactive approach is adopted to scoping potential vacancies and emerging staffing needs in schools. Where possible we continue to advertise vacancies on a permanent basis; this has allowed prompt recruitment processes for session 2019-20 resulting in 41 Renfrewshire current primary NQTs or part time supply staff being offered permanent contracts, as well as a number of secondary probationers, and 17 external to Renfrewshire primary candidates. We continue to participate in the student-placement system and the teacher-induction scheme for newly qualified teachers (NQTs); initial preferences submitted by NQTs indicate a large proportion of primary probationers wish to be allocated to Renfrewshire – a much larger number than we can accommodate.

						We continue to expand the range of continuing professional learning offered to staff to maximise teacher capacity as well as offering a number of secondment opportunities to support key areas of delivery; for example, health and wellbeing and numeracy. The aspiring leadership programme continues to support career advancement and is well received. In early years we are continuing to work to secure the workforce to support the 1140 expansion of early learning and childcare. This will include employing additional managers, practitioners and support workers for the early years' sector by August 2020; to date we have secured approximately 90 additional early years' staff. Recruitment events are planned during April and June to support with the recruitment of support workers and early years practitioners. An extensive workforce training plan has been devised and is being implemented which is helping to develop leadership capacity and provide support to staff to gain the required qualifications to meet Scottish Social Services Council (SSSC) requirements.
	CHS.SIP.18.04.09	Implement the council's new approach to self-evaluation	The service maintains a focus on continuous improvement. Staff have an opportunity to identify areas for improvement and contribute to the process.	31-Mar-2019		Children's Services is not a pilot area for the Council's new approach to self-evaluation and so this action has been delayed at present. Children's Services continue to undertake a range of self-evaluation activities both as a single service and as part of multi-agency arrangements.
	CHS.SIP.18.04.10	Through Community Justice Renfrewshire take forward national and local priorities, including housing for prison leavers, improved mental health and employability for persons with convictions.	By addressing some of the factors which lead to offending behaviour, the rate of reoffending can be reduced. People with convictions can be supported to make positive changes.	31-Mar-2021		Work is ongoing to reduce homelessness for those being released from custody, with a pilot housing project being established to provide additional support to sustain tenancies. To ensure full awareness of referral routes to mental health, support through liaison with mental health services and dissemination of information to staff has taken place, and 'Just Learning' has been established and will create a sustained employability pathway to increase access to training and employment for criminal justice service users.

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17		2017/18		2018/19		Explanation of Performance
					Value	Target	Value	Target	Value	Target	
CHS/SC H/04	Percentage of parents satisfied with establishments Education Scotland Survey				91.1%	100%	88.8%	100%	n/a	100%	Figures for this indicator are taken from parental responses to surveys sent out by inspectors. As such, they relate to a proportion of parents in a small number of schools. Schools included in 2017/18 are Renfrew High, St Andrew's Academy, Fordbank Primary School, Gallowhill Primary School, St Anthony's Primary School, St Fillan's Primary School and St John Ogilvie Primary School. During 2017/18, 27 parents reported from these 7 schools (which have a combined role in excess of 3,200 pupils) indicated that they were not satisfied. The 2018/19 performance information will become available in Summer 2019.
CHS/SC H/05	Percentage of pupils satisfied with establishments Education Scotland Survey				84.1%	100%	83.4%	100%	n/a	100%	Figures for this indicator are taken from pupil responses to surveys sent out by inspectors; in this case, it is the proportion responding positively to the statement "I enjoy learning at my school". As such, they relate to a proportion of parents in a small number of schools. Schools included in 2017/18 are Renfrew High, St Andrew's Academy, Fordbank Primary School, Gallowhill Primary School, St Anthony's Primary School, St Fillan's Primary School and St John Ogilvie Primary School. This measure does not take into account other statements which cover the broader aspects of school life, such as pastoral care, extracurricular activities, and the relationships between pupils and staff. The 2018/19 performance information will become available in Summer 2019.
CHS/CO RP/01	% of complaints responded to within timescales agreed with customers				n/a	n/a	74%	100%	Not yet available	100%	The final quarter's data is currently being collated and a year-end figure will be available by the end of May 2019.

CHS/CO RP/02	% of Children's Services employees having completed IDPs				n/a	n/a	n/a	n/a	n/a	n/a	Information on IDPs is not easily reportable given that different systems exist for the former Education and Social Work services. In addition, supervision and professional development for some groups of staff is specific to their profession. Some information is held centrally and some is held within individual schools/units/services. All staff are expected to have an up-to-date IDP.
CHS/CO RP/03	% of FOI requests completed within timescale by Children's Services					100%		100%	96.3%	100%	During 2018/19, Children's Services dealt with 299 Freedom of Information Requests. Of these, 11 were responded to outwith the statutory timescale.