

To: Sport, Leisure and Culture Policy Board

On: 5 March 2015

Report by: Chief Executive

Heading: Service Improvement Plan 2014-2017 Outturn Report
to February 2015

1. Summary

- 1.1. The service improvement plan provides a comprehensive statement of what the service aims to achieve over the next three years. It takes account of the themes, actions, outcomes and targets set out in the council plan, community plan and single outcome agreement. It sets out what the service will do over the next three years, based on the resources likely to be available and it details the specific actions which will be taken to contribute to the implementation of the council's priorities.
- 1.2 Implementation of the service improvement plan is monitored and reported to the sport, leisure and culture policy board on a six monthly basis to allow the board to review progress.
- 1.3 We previously provided a progress report to the board on the 2014/15 – 2016/17 service improvement plan in November 2014. The report currently before the board contains an update of progress that has been achieved with our action plan tasks up to the end of February 2015.
- 1.4 Along with other public sector organisations, the Council is within one of the most challenging periods of recent times as the financial context within which it is operating has become tighter. The economic downturn and the need to make savings mean that the Council is facing a difficult financial outlook. However in spite of this, the service continues to make the best possible use of its resources.

- 1.5 Following the integration of education and social work services under a new directorate, and the transfer of leisure services to an expanded trust, an integrated service improvement plan will be developed by May 2015.
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2. Recommendations

- 2.1. It is recommended that the sport, leisure and culture policy board notes the progress that has been made with implementation of the 2014/15 – 2016/17 service improvement plan actions relating to this service.
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3. Background

- 3.1. 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.
- 3.2. The service improvement plan is part of the process of cascading the Council's priorities throughout the organisation. It also provides the means to integrate the various other operational plans and action plans. Service improvement plans link council and community planning priorities to Individual development plans, so that every employee knows how they help contribute to the council achieving its objectives.
- 3.3. The action plan lies at the core of the service improvement plan. It sets out the priorities being addressed, the key tasks to be implemented, the implementation timetable and the outcomes and measures against which progress can be assessed.
- 3.4. Appendix 1 provides a summary of progress achieved in tackling the key areas set out in our service improvement plan action plan to the end of March 2015. It highlights areas where significant advances have been made and also any actions that have been reviewed or delayed.
- 3.5. Appendix 2 provides the board with performance of the education and leisure service's strategic indicators. The service improvement planning process is a key part of our public performance reporting framework. Additional, service level public performance reports are produced and further information is on our Council web pages.
- 3.6. The 2015 – 2018 service improvement plan will set out how Children's Services will work towards achieving the outcomes of the Community and Council Plan. This will be reported to board in May 2015.
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4. Summary of main achievements

4.1 Our key achievements from April 2014 to the end of February 2015 are highlighted below:

- the introduction of free wifi in our libraries;
 - the refurbishment of Coats Observatory and improved accessibility to the Paisley Museum;
 - the building of the new Tweedie Hall and Linwood library; and
 - the development of the pitches, pavilion and sports strategy.
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Implications of this report

1 Financial Implications

None.

2 HR and Organisational Development Implications

None.

3 Community Plan/Council Plan Implications

Children and Young People

- Service outcome 1: That children, young people and vulnerable adults benefit from services that meet their needs and are of high quality

Service outcome 6: Promote effective learning and raise achievement for all children and young people 3 to 18, through the implementation of curriculum for excellence and the development of skills

Service outcome 7: Our children and young people are prepared for adult life through the participation in health and wellbeing, volunteering, sport and accredited activities

Service outcome 9: Young people, families and communities benefit from improved community learning and development

Service outcome 13: People benefit from the service's self-evaluation activities and continuous improvement

Empowering our Communities

- Service outcome 10: Our approach to effective service management results in improved services to, and best value for, our customers

Service outcome 12: Our customers are consulted and satisfied with our services

Service outcome 13: People benefit from the service's self-evaluation activities and continuous improvement

Service outcome 14: Services are provided by a highly skilled workforce

Greener

- Service outcome 5: We value and enjoy our environment and improve it for future generations

Jobs and the Economy

- Service outcome 2: Our services promote and advance equality and the rights of children and adults

Service outcome 6: Promote effective learning and raise achievement for all children and young people 3 to 18, through the implementation of curriculum for excellence and the development of skills

Service outcome 9: Young people, families and communities benefit from improved community learning and development

Safer and Stronger

- Service outcome 2: Our services promote and advance equality and the rights of children and adults

Service outcome 3: People's quality of life is improved through participation in leisure and cultural opportunities

Service outcome 4: People benefit from the improved condition and usage of community assets and public buildings

Service outcome 7: Our children and young people are prepared for adult life through the participation in health and wellbeing, volunteering, sport and accredited activities

Service outcome 8: Children, young people and staff benefit from an enhanced learning environment

Service outcome 9: Young people, families and communities benefit from improved community learning and development

Service outcome 11: We live longer, healthier lives by promoting participation in active, healthy lifestyles and by improving the condition of leisure facilities

4. Legal Implications

None.

5. Property/Assets Implications

None.

6. Information Technology Implications

None.

7. Equality and Human Rights Implications

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 each policy option or decision contained within the report will be subject to impact assessment. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. Health and Safety Implications

Health and safety policy and practice will be adhered to in the implementation of this plan.

9. Procurement Implications

None.

10. Risk Implications

Our service improvement plan actions are integrated with the departmental risk register where risks are identified and actions to mitigate them are detailed.

11. Privacy Impact

None.

List of Background Papers

- (a) Service Plan 2014-2017 EPB 06/03/14
- (b) Service Performance 2013-2016 Monitoring Report EPB 07/11/13
- (c) Service Improvement Plan 2013-2016 Outturn Report EBP 08/05/14
- (d) Service Improvement Plan 2013-2016 EPB 09/05/13

The foregoing background papers will be retained within ELS for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Tony McEwan, Education Manager, 0141 618 7198 e-mail: tony.mcewan@renfrewshire.gov.uk

AK/TMcE/JMcK/LG
17 February 2015

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Action Plan Progress 2014-2017

Council plan theme: A better future - improved health, wellbeing and life chances for children and families					
Community planning theme: Children and young people					
Service outcome 1: That children, young people and vulnerable adults benefit from services that meet their needs and are of high quality					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
1.1	Plan for, and implement the provisions of the Children and Young People (Scotland) Bill, when enacted, in particular: • Flexible and increased provision of early learning and childcare; • Children's rights; • GIRFEC; and • Corporate parenting.	Head of Children's Services	March 2017	100%	The focus group established to support the implementation of the increased hours of early learning and childcare identified and agreed proposals for delivering 600 hours of early learning and childcare from August 2014. All local authority and pre-school provider nurseries are now delivering 600 hours of early learning and childcare. Plans are being developed to extend the level of flexibility of early learning and childcare places from August 2015. A training for trainers programme was delivered in relation to Children's Rights to representatives from each school cluster. This was delivered by the 5 authority trained trainers and the approach will now be rolled out across all establishments . We have made further progress in developing the child's plan in relation to the anticipated requirements of the Children and Young People Act. 3 training sessions have been delivered to all establishments across sectors which coincided with the launch of the new planning document in October 2014. A summary version of the Getting it Right for Every Learner (GIRFEL) policy has been published and distributed to all establishments. A raising attainment of looked after children (LAC) strategy group has been established following discussion with the Centre for Excellence for Looked After Children in Scotland (CELCLIS). This will be chaired by a head of service and has representation from social work services and health. We are continuing to roll out awareness raising training to all staff from Who Cares? Scotland about the experience of being looked after. Outturn position The Children's Rights training programme is now being rolled out on a cluster basis and a number of establishments have been trained. A training network has been established with regular meetings. We are continuing to implement the GIRFEC agenda and will respond to recently published national guidance as part of the national consultation on Parts 4, 5 and 18 of the Children and Young People (Scotland) Act 2014. We continue to support the development of the Renfrewshire pilot site of the GIRFEC national 3rd sector project. The LAC strategy group is taking a focussed look at improving positive destinations for looked after school leavers. The programme of awareness raising training offered to school staff by Who Cares has been highlighted as an example of good practice in our Integrated Children's Services self evaluation.

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1.2	Continue to implement 'Getting it right for every child' (GIRFEC): • Contribute to the implementation of the multi-agency GIRFEC policy; • Implement GIRFEC policy and develop more detailed guidance for establishments; • Implement GIRFEC guidance from Children's and Young People's bill in relation to the introduction of the named persons and the child's plan.	Head of Children's Services	March 2017	100%	Outturn position The GIRFEC policy continues to be implemented across agencies with streamlining of key processes such as LAC reviews currently being implemented. The Child's Plan was implemented in October 2014 across all education establishments. Prior to this there were 3 awareness raising meetings with staff working in units and services, and with heads and pupil support co-ordinators. Further training has been undertaken with establishments in relation to the Child's Plan and the use of the Quickr site. There is ongoing liaison with pupil support co-ordinators regarding the roll out of the Child's Plan and further training is planned for April/May 2015. National guidance in relation to Parts 4, 5 and 18 of the Children and Young People (Scotland) Act 2014 is being consulted on during February 2015. In the meantime work is ongoing to develop a plan to implement Named Persons service using the Touchpoint tools introduced by the Scottish Government to help universal services scope out the end to end process in relation to the implementation of the Named Persons service.

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1.3	Further support learners at risk of exclusion, with poor attendance and low attainment: • Undertake a consultation on and implement a revised positive relationship policy; • Continue to implement updated standard circular 8 on school exclusion; • Implement support for older children and young people included in early years strategy; and • Consult and implement standard circular 5 on attendance.	Head of Children's Services	March 2017	100%	Staff from the children's services support team are continuing to monitor the implementation of the revised policies Promoting Positive Relationships; Standard Circular 5 attendance in education establishments and Standard Circular 57 Protecting children and ensuring their wellbeing. We continue to work with establishments to deliver training in Promoting Positive Relationships and will be running a training for trainers programme for support staff. The support for older children and young people included in early years strategy continues to progress well with looked after children, home link staff working with a full caseload and reporting regularly to the Early Years Operational Group.

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1.4	Continue to improve approaches to child protection: • Contribute to single-agency and self-evaluation exercises; • Continue to review and improve approaches to annual update of standard circular 57; • Improve practice following the review of SC57; and • Ensure that all relevant staff are trained in line with SC57.	Head of Children's Services	March 2017	100%	The revised child protection annual update has been delivered to all heads and to all staff within establishments. There has been positive feedback received in relation to the new format. Child protection training was delivered to a number of taxi drivers and escorts involved in transporting children. A consultation on SC57 was undertaken and the policy was approved by the education policy board in August 2014. The revised standard circular has now been distributed to all establishments and we continue to monitor its implementation. Outturn position We have offered child protection training to managers of taxi and bus companies and have devised a clear process for reporting child care concerns. We have updated our training courses to revised SC57 and are continuing to develop 3 new courses. We continue to meet with our child protection trainers to support good practice and are in the process of recruiting new trainers and offering a trainer for trainers programme in April.

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1.5	Improve outcomes for looked after and vulnerable children and young people (LAC): • Continue to review the delivery of services to support LAC; • Provide additional support for LAC through the early years strategy; • Ensure a clear focus for CPD for staff working with LAC; • Develop a management information system to assist in meeting the need of LAC; and • Continue to contribute to the corporate parenting agenda.	Head of Children's Services	March 2017	75%	We are continuing to develop the work of the flexible learning centre to provide bespoke learning opportunities for the most vulnerable young people. New partnerships are continually being developed to ensure that our looked after children not in mainstream education have access to varied and appropriate opportunities to pursue positive destinations on leaving school. Our LAC teacher team continues to provide support to children who are LAC and to those who are vulnerable. There are a number of individualised support packages in place for children and young people who are looked after and unable to access mainstream education. Professional learning opportunities for staff working with LAC will continue to be a focus and will be addressed through the LAC strategy group and the ASN CPD strategy group. LAC teachers are delivering CPD to staff teams in the schools where they provide services. The development of management information in relation to looked after children continues to be a focus for the service and will be progressed through the improving outcomes for LAC strategy group. We are now able to access information on the attainment of LAC through the new INSIGHT management information system.

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
1.6	Improve partnership working to provide high quality services for children and young people through the implementation of the Integrated Children's Services Plan	Head of Children's Services	March 2017	100%	Services continue to ensure that the key priorities and actions from the community planning partnership as articulated within the Integrated children's services plan are delivered through implementation of the priorities of our service improvement plan.
1.7	Continue to implement the early years strategy (Families First): • in partnership with key agencies; • by providing key services; and • by providing co-ordinated flexible support to families	Head of Children's Services	March 2017	80%	The early years' steering board continues to meet regularly to review and discuss the progress and key milestones of the programme. A robust self-evaluation programme is in place which is monitored through the early years strategy operational plan and impact report. A strategic guide for supporting transitions was approved by the education policy board in May 2014. The aim of the guide is to ensure a strategic approach for supporting transitions across the early years, including the early level. A universal and enhanced model of delivery is identified. The early years teacher teams have merged to become one team, working across all nurseries and primaries to support with the implementation of the curriculum and transition practices, in supporting the universal and enhanced transitions and support for the most vulnerable children and families. Families First core teams' engagement continues to support families in Ferguslie and Linwood. An interim external evaluation report has been produced which demonstrates the positive impact of the core teams. Families First core teams have been extended to include HomeStart Renfrewshire workers and an energy advice advocate. Monitoring of referrals to the teams is beginning to provide data on types and sources of referrals. Self referrals continue to be a key method.

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1.7 /cont'd	Continue to implement the early years strategy (Families First): • in partnership with key agencies; • by providing key services; and • by providing co-ordinated flexible support to families	Head of Children's Services	March 2017		The Families First clubs continue to be available to pupils in P1-3 and nursery children during school holiday periods. Children attending are provided with a free meal and activities programme. Children eligible to attend the P1 to P3 programme is based on free meal entitlement although from January 2015 eligibility is based on entitlement to clothing grant. Additionally referrals can be accepted from partner agencies. The nursery programme is available to those children attending extended year provision in line with the admissions to nursery policy. A looked after children (LAC) teacher mentoring team has been established. A referral system has been agreed and as a result around 100 children have been referred for support. Following the 'soft' launch of the My Renfrewshire directory a user group has been established to support its implementation ahead of a public launch. My Renfrewshire collates information from a number of different social media sites such as Facebook and Yelp. This will allow information on a wide range of topics such as family support and local events to be found in a single source. It is part of the wider Looking Local corporate project. 'Pizza Reading' groups have taken place in 2 primary schools and one pre-five establishment in the Linwood area.

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Service outcome 1: That children, young people and vulnerable adults benefit from services that meet their needs and are of high quality					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
1.8	Provide access to flexible pre-school education and childcare including: • Developing proposals for a flexible provision of 600 hours early years education and childcare; • Developing proposals and provide early years education and childcare service for 2 year olds from workless households; • Increasing the early years workforce to facilitate the increased provision; and • Developing proposals for adapting accommodation to provide early education and childcare places for 2 year olds from workless households	Head of Children's Services	December 2015 August 2014	100%	In August 2014 the education policy board approved proposals for extending early learning and childcare for 2 year olds from August 2015. Accommodation was adapted in 3 primary schools to create 80 FTE places for 2 to 3 year olds from August 2014 and the nursery admissions policy was updated and approved by the education policy board to give priority allocation to 2 year old children eligible for early learning and childcare. In response to feedback from the consultation exercise with parents of under school age children a method for delivering 600 hours of early learning and childcare was approved by the Education policy board in January 2014 and is being implemented during this current school session. The current delivery model is five sessions of 3 hours 10 minutes over 38 weeks during the school term and for nurseries providing a full service more flexible options of early learning and childcare can be delivered. All early years establishments were consulted on the implementation of the current model. In January 2015 the education policy board approved the plan for delivering a more flexible model of delivery. A further report detailing the range of models will be reported to the education policy in May 2015.

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
1.8	Provide access to flexible pre-school education and childcare including: • Developing proposals for a flexible provision of 600 hours early years education and childcare; • Developing proposals and provide early years education and childcare service for 2 year olds from workless households; • Increasing the early years workforce to facilitate the increased provision; and • Developing proposals for adapting accommodation to provide early education and childcare places for 2 year olds from workless households	Head of Children's Services	December 2015 August 2014	100%	In January 2015 the education policy board approved the draft plan for expanding provision for 2 year olds who become eligible for early learning and childcare from August 2015. Work is ongoing to establish the cost and if proposed adaptations can be undertaken to enable the expansion of provision. There has been an increase in the number of commissioned places from private and voluntary providers contracted to deliver early learning and childcare with these places ring fenced for 2 year old children. A recruitment process has been undertaken to appoint additional nursery officers for the new provision in the 3 nursery classes and to provide additional staff to respond to the increase in the hours of early learning and childcare and ensure quality provision.

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Service outcome 1: That children, young people and vulnerable adults benefit from services that meet their needs and are of high quality					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
1.9	As part of the early years strategy, plan and implement nurture developments linked to the promoting positive relationships policy	Head of Children's Services	March 2015	75%	Nurture champions have now been established within each pre-five establishments. Training and staff development opportunities are currently being planned for all pre-five staff. Additional key workers have been appointed to take forward the outreach approach in primary schools. Two primary head teachers have been involved in developing the nurture message linked to leadership and staff wellbeing.

Council plan theme (s): A better future - improved health, wellbeing and life chances for children and families
Improved support to vulnerable adults

Community planning theme: Children and young people

Service outcome 1: That children, young people and vulnerable adults benefit from services that meet their needs and are of high quality

Task Number	Task	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
1.10	Continue to improve the provision which is available to support children and young people who have additional support needs (ASN): - Continue to implement the review of New Directions and Extended New Directions to ensure service improvement and best value; - Continue to develop the concept of a flexible learning centre to support children with ASN to help them maintain their mainstream school experience, as far as possible; - Review the provision of ASN transport with key stakeholders to ensure best practice and best value; - Continue to develop and implement improvements to meet the needs of learners with Autistic Spectrum Disorder (ASD); - Improve the efficiency of the deployment of additional support needs assistants; - Contribute to the joint protocol for children who are in residential placements; and - Contribute to work with corporate procurement to ensure quality and best value for children receiving specialist placements.	Head of Children's Services	March 2017	70%	The flexible learning centre in partnership with Gleniffer High school has provided access to curricular programmes in school for young people attending the flexible learning centre. Successful mainstream links have been achieved for most young people attending New Directions and Extended New Directions Work is ongoing to have an ASD link within every establishment. Training has taken place across all sectors. This will continue to be rolled out in the coming session. An ASD forum meets regularly with all ASD establishments represented. An ASD policy is being created, linking with the council strategy. Work is ongoing to review deployment of additional support needs assistants (ASNAs) to ensure the needs of children are met and to ensure best value. Training in promoting positive relationships has been offered to ASNAs and other support staff this year and a training for trainers approach is being developed for this. Work is ongoing with a number of schools to review current transport arrangements. Focus groups with parents and young people have taken place. A work plan has been drawn up to ensure we are getting best value and appropriate transport arrangements are in place. There are ongoing links with our procurement service looking at specialist placements. Meetings have taken place with providers and agreements will be in place next sessions with those who are not on the framework. We are also working with procurement to look at our speech and language therapy resource and the use of provision for our own social, emotional and additional needs (SEBN) providers. We continue to work with corporate procurement to establish a framework for day placement provision,

Council plan theme: A better future - improved health, wellbeing and life chances for children and families					
Community planning theme: Safer and stronger Renfrewshire					
Service outcome 2: Our services promote and advance equality and the rights of children and adults					
Task Number	Task	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
2.1	To ensure the promotion and compliance with the Equality Act 2010 in relation to specific and general duty by: - ensuring that equality and human rights impact assessments are integrated into policies, plans and budget decisions; - providing guidance and publishing equality and human rights impact assessments; - ensuring diversity is promoted through curriculum for excellence and supported by other agencies through partnership working; - progressing the equality outcomes plan for education and leisure services; and - by developing an accessibility policy across our establishments.	Head of Children's Services	March 2016	85%	The equality and human rights working group was established in March 2014 following an amalgamation of the equality steering group, the data working group and the equality and human rights policy group. The group monitors implementation of the ELS equality outcomes plan, which is now part of the corporate equality plan. The group has drafted an equality and human rights policy, and an impact assessment for this is currently being undertaken prior to finalisation. The group continue to work on procedural guidance for the service as well as collating and distributing examples of good practice. This will ensure the promotion of and our compliance with the Equality Act 2010 in relation to specific and general duties. The group is also producing a school specific equality and human rights impact assessment process in accordance with corporate policy and the national initiative to tackle bureaucracy in our schools. A group is being established to take forward a revised accessibility strategy for the service.

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Service outcome 2: Our services promote and advance equality and the rights of children and adults					
Task Number	Task	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
2.2	To raise awareness and understanding of the United Nations Convention on the Rights of the Child (UNCRC) amongst children and those working with children by: - raising staff awareness of Education Scotland's professional development resource 'Recognising and Realising Children's Rights' - developing a trainer for trainers model; and - delivering CPD opportunities on a cluster basis.	Head of Children's Services	August 2014	80%	A training for trainers course has been delivered across sectors. There are 5 lead trainers identified in the authority. This will be delivered on a cluster basis throughout the 2014/15 school session.
2.3	Provide free public access to information and ICT resources, together with a package of support and opportunities for learning.	Head of Planning and Community Services	March 2016	75%	All libraries offer free access to information and ICT resources, together with access to learning basic IT skills. Free classes are also available. Free access to wifi is available in all libraries for customers using their own devices. Funding was secured through Invest in Renfrewshire to employ five graduate interns from March 2014 to end of February 2015. Their role was to assist the library service respond to the needs of jobseekers with low levels of digital skills. The interns support jobseekers on a one-to-one-basis, and more than 1000 appointments have taken place. Feedback from customers has been positive with some successfully applying for and securing employment. Funding was secured through SLIC – Scottish Libraries and Information Council for TNT (Training in New Technologies) for all staff which is ongoing. Feedback from staff already trained has been very positive and the gain in confidence and skills is reflected in an increase in digital participation activity being offered in libraries.

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Action Number	Task	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
2.4	Promote and deliver English for speakers of other languages (ESOL) programmes.	Head of Planning and Community Services	March 2016	100%	There are currently thirteen community based ESOL sessions being delivered on a weekly basis throughout Renfrewshire. From April 2014 to March 2015 281 learners participated in learning programmes. The English for Speakers of Other Languages (ESOL) programme continues to offer both accredited and non accredited programmes to Renfrewshire residents whose first language is not English. The ESOL learning programme provides first steps English language sessions. The programme supports learners to progress on to further education opportunities, employment and become more confident using their English language skills in their everyday lives. There are currently fourteen community based ESOL sessions being delivered on a weekly basis throughout Renfrewshire. The adult learning and literacies service has establish strong partnerships with Our Lady of Peace Primary School; the Polish Little Angels Club (POLAC); Renfrewshire effort to empower communities (REEM); and West College Scotland to ensure the ESOL learning programme remains accessible and inclusive in local communities.

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Service outcome 2: Our services promote and advance equality and the rights of children and adults						
Action Number	Task	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015	
2.5	Promote and deliver Gaelic language classes for adult learners.	Head of Planning and Community Services	March 2016	100%	Gaelic language classes are promoted in the local community by adult learning and literacies outreach workers. There are currently three Gaelic language classes being delivered; one in Glenburn Learning Centre and two in West Johnstone Learning Centre. Gaelic provision continues to be supported across the three local authorities of Renfrewshire, Inverclyde and East Renfrewshire by the Gaelic Development Officer. 121 learners have participated in Gaelic language classes in Renfrewshire between April 2014 and March 2015.	
2.6	Continue to fulfil requests for young people to receive Gaelic medium teaching.	Head of Children's Services	March 2016	100%	100% of our learners requesting Gaelic medium education have been accommodated in Glasgow City and Inverclyde Council schools.	

Council plan theme: A better future - a safer and strong Renfrewshire

Community planning theme: Safer and stronger Renfrewshire

Service outcome 2: Our services promote and advance equality and the rights of children and adults

Action Number	Task	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
2.7	To increase the level of representation of young people from minority ethnic groups in youth forums and youth services: - Continue to develop opportunities for young people from minority ethnic groups to be represented and in particular through youth forums; and - Provide awareness training for youth services staff and volunteers on race equality.	Head of Planning and Community Services	March 2016	100%	Renfrewshire youth voice and Renfrewshire's five MSYPs seek to represent the views of all young people across Renfrewshire. From among the participants in these initiatives, young people from minority ethnic communities are well represented.

Council plan theme: A better future - a safer and strong Renfrewshire

Community planning theme: Safer and stronger Renfrewshire

Service outcome 3: People's quality of life is improved through participation in leisure and cultural opportunities

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
3.1	Increase participation in cultural opportunities by developing the range and scope of programmes and learning activities.	Head of Planning and Community Services	March 2016	90%	Continued improvements to Paisley Museum and development of the exhibition programme and complementary education programmes are resulting in an increase in users. Performance programming has developed by taking a more strategic approach and responding to customer feedback. This has resulted in an increase of 36% in users, compared with the same period last year. Continued development of social media marketing and more competitive rates for outdoor advertising have improved marketing activity which has also contributed to the increase in users. Since April 2014, the arts and museums services' project 'Learning provision for schools on iPads' has expanded to incorporate other smart phone and tablet applications. This has provided new interactive elements to education programmes and has allowed the arts and museums service to better support the authority-wide roll-out of tablet computers to schools.

Council plan theme: A better future - a safer and strong Renfrewshire

Community planning theme: Safer and stronger Renfrewshire

Service outcome 3: People's quality of life is improved through participation in leisure and cultural opportunities

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
3.1 /cont'd	Increase participation in cultural opportunities by developing the range and scope of programmes and learning activities.	Head of Planning and Community Services	March 2016	50%	The arts and museums outreach programme included the pre-5 tour of 'Swoosh', a multi sensory, interactive and highly visual theatre performance, incorporating live music, dance, singing and film. The interactive performances were developed for 2-6 year olds and their parents. The Wee Red Dot film project brought together the initiatives 'Into Film' and 'club animate' and were launched at a youth film event on 1 November 2014 at Paisley Arts Centre. The event showcased films created by the children and young people and featured guest speakers who discussed areas relating to film development such as, directing, film studies, animation, graphic novels and film. Work is currently underway on the 'Inspired' exhibition including a range of new artforms that compliment and support the exhibition, including creative writing, music and dance. These learning opportunities are for groups of preschool and primary age children

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
3.1	Increase participation in cultural opportunities by developing the range and scope of programmes and learning activities.	Head of Planning and Community Services	March 2016	100%	During July and August 2014, 1387 young people took part in the Summer Reading Challenge 2014 – an increase of 7% from 2013. The reading challenge provided an opportunity for children and young people to improve reading skills and to develop an enjoyment of reading. The theme for this year was 'Mythical Maze' - children read up to 6 books of their choice and worked towards getting a certificate or medal if they completed the Reading Challenge. They also had the opportunity to take part in a range of related activities, including 'Zoolab', where young people learned about and touched creepy crawlies, which was designed to generate excitement around the magic of reading. The development of digital library services, which provides access to e books, e-audio books and the library website and catalogue for customers continues. 'Tap a Tablet' sessions are offered in most libraries showing customers how to access library and other Council services using their own tablet device and other smart devices. During Book Week Scotland, in November 2014, 46 children attended two author events, while a talk by Doug Allan, one of the world's best known and respected cameramen, attracted an audience of 63 adults. A reminiscence event about the Paisley mills was attended by 20 adults.

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3.1 /cont'd	Increase participation in cultural opportunities by developing the range and scope of programmes and learning activities.	Head of Planning and Community Services	March 2016		The heritage service within Paisley central library provides customers with access to the heritage collections, archival newspapers, the poor law collection, photographs and a family history enquiry service. Regular school visits, where young people are able to use the resources available, took place in partnership with the arts and museums education team (10 visits, 284 students in 2014). Heritage staff carried out reminiscence sessions in partnership with care homes and social work, and one to one "family history surgeries" (54 in 2014). Heritage staff are also working with the Renfrewshire Family History Society on a comprehensive new edition of "Paisley's fallen in the war" and to improve access to and develop heritage resources. In our ongoing customer satisfaction survey, to the question, rate your experience of using the Heritage Centre and our services, 91.67% rated our service extremely helpful and 5% very helpful To the question, How likely are you to visit in the future?. 67.8% said extremely likely and 30.5% said likely.

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015	
3.2	Undertake a community consultation exercise and review the Creative Renfrewshire Strategy in partnership with Renfrewshire Creative Network and other partners.	Head of Planning and Community Services	November 2014	80%	A report was approved at the sport, leisure and culture policy board in November 2014, that the review of the Creative Renfrewshire Strategy would align with the Paisley Town Centre Heritage Regeneration Strategy. The review of the cultural strategy will also make reference to the development of the City of Culture bid for Paisley in 2021 which will be a driver for cultural activity in Renfrewshire. The Creative Renfrewshire strategy will set out the roadmap to a successful bid and consider a strategic overarching approach to programming, developing a cultural volunteer programme and reflect work being undertaken by further education partners locally. The consultation process was undertaken in January to February 2015 and included public meetings across Renfrewshire, a consultation with schools and an online consultation, to ensure a collaborative approach. The consultation feedback and draft cultural strategy with action plan will be presented at the policy board in May 2015.	

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
3.3	Improve the operation, functionality and promotion of spaces in cultural venues leading to increased use by customers.	Head of Planning and Community Services	March 2016	80%	Aligned with physical improvements to venues, the service has continued to develop and exploit marketing opportunities, promoting venues and activities through social media, outdoor advertising, media events and attendance at SECC and Hampden Wedding Fayres. Mid year figures show an increase of 14% in venue hire customers compared with the same period last year. From June – Sept 2014 refurbishment works were carried out in Coats Observatory to address damage from water ingress and to bring the internal spaces back to a solid state of repair. The external facade of the building was cleaned of moss, debris and foliage. From August – Sept 2014 disability access was improved throughout Paisley Museum and Art Galleries through the addition of a new stairwell and chair lift in the Pillar Gallery and new through access corridor from Art Gallery One to the rear of the building. This development ensures that there will be disability access available for exhibitions held in the main gallery.

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
3.3 /cont'd	Improve the operation, functionality and promotion of spaces in cultural venues leading to increased use by customers.	Head of Planning and Community Services	March 2016	50%	In 2014/15 the arts and museums service continued to offer a wide range of cultural programming opportunities for audiences and visitors alike. Highlights in the museum have included: Matisse; the return of lego in the format of 'Brick Wonders' exhibition; and the black and white photographic exhibition 'What Presence', which showcases the rock photography of Harry Papadopoulos. In January 2015 work began on the creation of a new store for the ceramic collection. The store will be accessible by the public and is funded by Museums Galleries Scotland. The planned opening of the store is in Autumn 2015.

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
3.4	Support delivery of the national Bookbug Initiative, including: • Deliver a programme of Book Bug sessions across Renfrewshire, to support the early years strategy; • Distribute book gifting packs to all children at birth, 18 months and 3 years in partnership with nurseries and health services; • Distribute Book Gifting packs to all pupils in Primary 1 on an annual basis; and • Take part in the Bookbug Assertive Outreach project targeting vulnerable families.	Head of Planning and Community Services	March 2016	100%	A programme of more than 560 Bookbug sessions in libraries and other venues was delivered which provided songs, stories and rhymes for babies, toddlers and pre-schoolers and their families to enjoy together. The assertive outreach programme, designed to ensure that the most vulnerable families are able to access the Bookbug programme, is now established in Renfrewshire with involvement from all the key partners working in this area including social work services, the pre-5 service, health services and local third sector groups. 1882 Bookbug family packs were gifted to every Primary 1 child in Renfrewshire during November 2014. Special gifting events were held in libraries and schools and pupils also voted for their favourite book in the pack for the Scottish Children's Book Awards. The core of the programme is the Bookbug home training model which trains professionals and volunteers who regularly visit vulnerable families in their homes to introduce the key principles of Bookbug – reading, talking, cuddling, singing and playing with young children as part of their routine visits. 6 training sessions for staff have taken place during the year. A programme of Bookbug training sessions is currently delivered to partners within Renfrewshire.

Council plan theme: A better council - managing assets					
Community planning theme: Safer and stronger Renfrewshire					
Service outcome 4: People benefit from the improved condition and usage of community assets and public buildings					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
4.1	Implement the review of community assets and public buildings in the context of the corporate asset management plan: - Linwood Project (new Linwood library and Tweedie Hall); and - Johnstone Town Hall project (new Johnstone library and civic centre)	Head of Planning and Community Services	May 2014 Mid - 2015	100% 75%	The building of Tweedie Hall and Linwood library was completed and the handover took place in May 2014. Both the library and hall are operational. The installation of RFID / self service kiosks in the library which allows customers to issue / return their own items and check their library accounts is complete, and the kiosks are operational. Feedback from customers visiting the library has been overwhelmingly positive. The hall has a main and lesser hall and four meeting rooms available for lets and special functions. The serial lets from the old building have been retained and business has expanded to include six additional community functions. Since opening the hall has had positive feedback from users and the community alike. The design and build development agreement for Johnstone Town Hall (DBDA) was signed off by the Council and Hub West Scotland (HWS) September 2013. Works began on site October 2013 and works are going to programme. The internal design elements the Johnstone Town hall project are progressing with the project team. Focus groups are in place to look at service delivery within the new facility. The anticipated completion date of building is December 2014 with full occupation and operation of services by April 2015.

Council plan theme: A better council – a sustainable council					
Community planning theme: Greener Renfrewshire					
Service outcome 5: We value and enjoy our environment and improve it for future generations					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
5.1	Ensure that all new or refurbished ELS properties are environmentally and economically sustainable with lower carbon footprints.	Head of Resources	March 2017	100%	Education and leisure services' school estate management plan (SEMP) was approved by education policy board in May 2014. This plan demonstrates the services' commitment to environmental sustainability and the principles, which require properties to be economically sustainable with lower carbon footprints. These factors continue to inform the design process for new and refurbished buildings.

Council plan theme: A better council – a sustainable council				
Community planning theme: Greener Renfrewshire				
Service outcome 5: We value and enjoy our environment and improve it for future generations				
Action Number	Action	Responsibility	Timescale	Progress Bar
5.2	Continue to promote approaches to high quality, effective learning and teaching through: - the promotion of sustainable development; and - the promotion of global citizenship.	Head of Children's Services	June 2015	87% All Renfrewshire establishments are registered with eco-schools Scotland. The percentage of establishments with a green flag is now 62%, an increase of 2% since April 2014. Establishments continue to take forward sustainable development education through the eco-schools programme. All establishments are now involved in the programme and are making good progress towards accreditation at the various levels: 81.3% of schools have achieved a bronze award; and 76% of schools have achieved a silver award – an increase of 3% All staff are planning for sustainable development as an approach to learning and teaching and learning for all pupils is enhanced through this approach. The number of establishments with first and multiple green flags continues to increase. Staff are planning for global citizenship as an approach to learning and teaching and learning for all learners is enhanced through this approach. Support for all newly qualified (NQTs) has been provided this session by West of Scotland Development Education Centre Learning for Sustainability – developing global citizens. This has supported newly qualified teachers (NQTs) embed global citizenship in their learning and teaching through a process of self-evaluation, developing active methodologies and critical thinking. NQTs will have the opportunity to discuss the impact this professional learning has had on their practice and pupils at an LA NQT Conference in April 2015. Professional learning provided by WOSDEC is also available on the CPD catalogue this session.

Council plan theme: A better council – a sustainable council					
Community planning theme: Greener Renfrewshire					
Service outcome 5: We value and enjoy our environment and improve it for future generations					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
5.2 /cont'd	Continue to promote approaches to high quality, effective learning and teaching through: - the promotion of sustainable development; and - the promotion of global citizenship.	Head of Children's Services	June 2015	87%	11 schools in Renfrewshire have achieved Fairtrade School Status and 22 establishments have registered with the Fairtrade Foundation as working towards gaining Fairtrade Status.

Council plan theme: A better future - improved health, wellbeing and life chances for children and families					
Community planning theme: Children and young people Jobs and the economy					
Service outcome 6: Promote effective learning and raise achievement for all children and young people 3 to 18, through the implementation of curriculum for excellence and the development of skills					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
6.1	Make an effective contribution to the implementation of curriculum for excellence through the delivery of cultural learning for children and young people.	Head of Planning and Community Services	March 2015	87%	Children and young people are making progress in developing the four capacities within curriculum for excellence through engagement in creative outreach programmes term time blocks across Renfrewshire including the 'Zombie project'; Play Days at the museum (6 months – 4yrs and their parents/carers); Fashion workshops (8 – 14yrs); Club animate (10 – 15 yrs) and creative camps. Children and young people's broad general education, particularly progress in the expressive arts, social subjects and health and wellbeing, is enhanced through creative learning programmes. This includes the expansion of the education learning programme to include the use of ipads. The ipads were introduced into a range of interactive workshops. These cross curricular workshops focused on new ways of interpreting the museum collection for primary school audiences. These workshops were very popular, with all allocated slots are booked until December 2014. These workshops form part of a diverse and engaging learning programme, which has seen over 600 learners visit the museum between April and August 2014. Exhibitions such as Matisse have already proved to be very popular for curriculum based learning, and school bookings for WWI and LEGO for the period between October 2014 to January 2015 are already fully allocated. The programme is on course to have its busiest term to date, with over 150 curriculum linked learning activities being provided during this period.

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
6.1 /cont'd	Make an effective contribution to the implementation of curriculum for excellence through the delivery of cultural learning for children and young people.	Head of Planning and Community Services	March 2015	50%	A programme of school and nursery class visits to libraries across Renfrewshire is in place to encourage children to read and learn about using their local library. The school librarians in Renfrewshire's secondary schools continue to deliver library skills programmes which support literacy and information literacy across the curriculum. The programmes include supporting children in choosing the right book to match their interests and reading ability and how to find and critically evaluate information from online or printed information sources. A number of reading groups are also taking place in secondary schools with a particular focus on reading and listening. Learners continue to receive music tuition via a personalised curriculum which reflects their choices and aspirations. Learners are encouraged to participate in our wide ranging ensemble/performance programme which facilitates development of the four capacities. Opportunities are available across jazz, classical, traditional and rock and pop groups. Learners' participation in the music service activities will impact on outcomes and experiences across expressive arts, literacy, numeracy and health and wellbeing. The "Behind the Noise" noise programme continues to be delivered which provides young people with the opportunity to become aware of further education and career opportunities within the music industry.

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015	
6.2	Continue to promote approaches to high quality, effective learning and teaching through: • providing guidance for establishments relating to assessment and moderation which reflects national guidance; • promoting and encouraging the use of teacher learning communities (TLCs); • continuing to support assessment for learning (AfL); • embedding literacy and numeracy across learning; • promoting and encouraging cooperative learning through professional learning, developed and delivered by practitioners; • promoting and encouraging outdoor learning; • promoting interdisciplinary learning; engaging in and developing a school improvement partnership programme; and • developing an effective reporting system on learner progress and achievement.	Head of Children's Services	June 2015	85%	We are continuing to support assessment for learning (AfL). An authority evaluation concluded that it is apparent that effective questioning is the key strategy which requires further support. This will be addressed through the work on higher-order thinking skills. Within the broad general education (BGE), all establishments are planning using learning intentions and success criteria derived from experiences and outcomes across curricular areas and levels. Feedback is provided using agreed success criteria and learners are using success criteria to self and peer assess. We continue to promote and encourage the five key strategies of AfL with practitioners working at the early level. The early level professional learning developed and delivered by practitioners during session 2013-14 has been evaluated, modified where appropriate and will be made available again in session 2014-15. A full evaluation including professional impact and impact on learners will be carried out this session. Information is currently being gathered about the focus for TLCs within establishments this session. All establishments will be promoting Teacher Learning Communities (TLCs) this session as a vehicle for professional learning.	

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6.2 /cont'd	Continue to promote approaches to high quality, effective learning and teaching through: • providing guidance for establishments relating to assessment and moderation which reflects national guidance; • promoting and encouraging the use of teacher learning communities (TLCs); • continuing to support assessment for learning (AfL); • embedding literacy and numeracy across learning; • promoting and encouraging cooperative learning through professional learning, developed and delivered by practitioners; • promoting and encouraging outdoor learning; • promoting interdisciplinary learning; engaging in and developing a school improvement partnership programme; and • developing an effective reporting system on learner progress and achievement.	Head of Children's Services	June 2015		A member of staff from one of our secondary schools continues to co-ordinate inter-disciplinary learning (IDL) work. The focus is on gathering examples of good practice in relation to IDL both locally and nationally and making it available through a GLOW forum. The Renfrewshire GLOW forum has been set up and examples of IDL have already been shared including IDL planners. Further examples will continue to be collected and shared on the forum. Education Scotland has reviewed the audit toolkit. The toolkit was designed to evaluate IDL within the schools. This has been used successfully in a number of schools. Schools in all sectors are planning for IDL and supporting learners to make connections across their learning. The toolkit ensures that all aspects of IDL are included within IDL planning. Members of staff from the primary and pre-five sectors will now be approached to support the secondary member of staff in further developing IDL across the authority.	

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6.2 /cont'd	Continue to promote approaches to high quality, effective learning and teaching through: • providing guidance for establishments relating to assessment and moderation which reflects national guidance; • promoting and encouraging the use of teacher learning communities (TLCs); • continuing to support assessment for learning (AfL); • embedding literacy and numeracy across learning; • promoting and encouraging cooperative learning through professional learning, developed and delivered by practitioners; • promoting and encouraging outdoor learning; • promoting interdisciplinary learning; engaging in and developing a school improvement partnership programme; and • developing an effective reporting system on learner progress and achievement.	Head of Children's Services	June 2015		All establishments are planning for assessment and practitioners gather evidence of progression in a range of ways and the moderation process is well embedded across all sectors at cluster level within the authority. Practitioners are now exploring the design of assessment tasks. Evidence now needs to be gathered demonstrating the extent to which practitioners are using tasks which provide opportunities for learners to demonstrate that they can apply their learning independently. Staff within establishments and across clusters are now familiarising themselves with the new Education Scotland materials: assessment papers for each curricular area; significant aspects of learning; progression grids and annotated exemplification. The use of these needs to be embedded within practice during the current session and the outcome of the assessment and moderation process will result in a collation of Renfrewshire annotated exemplification. An update of the Renfrewshire assessment and moderation policy and authority plan of action to progress assessment and moderation in a consistent manner is now required. This will be delivered through a shared model of approach across all clusters. A shared model of approach to moderation is being developed across all clusters in association with ES. A moderation group will be set up to take the model forward and develop a 'good practice guide'.

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6.2 /cont'd	Continue to promote approaches to high quality, effective learning and teaching through: • providing guidance for establishments relating to assessment and moderation which reflects national guidance; • promoting and encouraging the use of teacher learning communities (TLCs); • continuing to support assessment for learning (AfL); • embedding literacy and numeracy across learning; • promoting and encouraging cooperative learning through professional learning, developed and delivered by practitioners; • promoting and encouraging outdoor learning; • promoting interdisciplinary learning; • engaging in and developing a school improvement partnership programme; and • developing an effective reporting system on learner progress and achievement.	Head of Children's Services	June 2015		School improvement partnerships (SIPP) have been formed between eight schools in West Dunbartonshire and five in Renfrewshire (Auchenlodment, Kilbarchan, St Anthony's, Lochwinnoch and Thorn Primary Schools). Launch events were facilitated by Education Scotland and Glasgow University to share information about the SIPP, facilitate professional dialogue and forge stronger partnerships between the two authorities. Support sessions facilitated by Glasgow University have provided opportunities for professional development relating to action learning and exploring successful strategies for raising attainment. Each partnership has been supported to define a specific area for research, identify aims, modes of research and timescales for their projects; Initial learning visits jointly planned by staff have taken place to engage practitioners in shared learning opportunities and to support the planning process; The partnership groups have now planned their research tools and have begun conducting research as phase three of the project. The partner schools will continue to engage in shared observations of learning to support a robust evaluation of learning and to support critical professional enquiry.

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
6.2 /cont'd	Continue to promote approaches to high quality, effective learning and teaching through: • providing guidance for establishments relating to assessment and moderation which reflects national guidance; • promoting and encouraging the use of teacher learning communities (TLCs); • continuing to support assessment for learning (AFL); • embedding literacy and numeracy across learning; • promoting and encouraging cooperative learning through professional learning, developed and delivered by practitioners; • promoting and encouraging outdoor learning; • promoting interdisciplinary learning; engaging in and developing a school improvement partnership programme; and • developing an effective reporting system on learner progress and achievement.	Head of Children's Services	June 2015		A 'training the trainers' session for cooperative learning was organised last session for staff across the authority. This was delivered by Chris Ward who is an expert in co-operative learning. These trainers will now deliver cooperative learning sessions during 2014/15 for authority staff across sectors and this has been advertised on the CPD catalogue. A session on cooperative learning has been provided as part of the professional learning programme for NQTs this session which will focus on the five basic elements of cooperative learning. A review of the extent of the use of cooperative techniques and their impact will be carried out this session. An audit will be carried out to determine the current practice in outdoor learning across all establishments. This will be completed by the end of this session. This information will be collated and inform the next steps in taking forward this area of work. Areas of good practice will be identified and shared. Support resources and materials for schools are available on the Education Scotland website and will be used to support developments in schools. A Renfrewshire GLOW forum has been established and an outdoor learning audit toolkit has been developed and made available on the forum.

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
6.3	The achievement of learners is recognised and recorded: • within schools; • through extra-curricular activities; and • through opportunities provided by cultural youth and sports and adult literacy and learning services (ALLS)	Head of Children's Services Head of Planning and Community Services	March 2016	50%	The youth services team record and celebrate the achievements of young people through the delivery of accredited award schemes such as the Youth Achievement Award, the Duke of Edinburgh's Award and the Saltire Award. Planning is also underway for the 2015 Positive About Youth Awards. For the fourth year running these awards will celebrate and showcase the achievements and positive contribution of young people in Renfrewshire. The awards will take place in November 2015 and are being organised by Renfrewshire Youth Voice with support from youth services. We continue to use Mymerit and other recognition tools for recording achievements in and out of school.

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6.4	Ensure that children and young people achieve high standards of attainment.	Head of Children's Services	March 2016	80%	In 2014, the national measures for measuring attainment were changed and coincided with the introduction of the new national qualifications. Attainment data is based on school leavers and is now updated in September and February each year. We undertook benchmarking visits to our secondary schools to discuss attainment data and agree areas for improvement. Analysis of the new national benchmarking measures for literacy and numeracy highlighted that the percentage of leavers in Renfrewshire attaining literacy and numeracy at SCQF Level 4 increased from 79.6% in 2012 to 81.9% in 2013. Renfrewshire's performance was 3% above the national average in 2012 and 4.2% above in 2013. Over the same period Renfrewshire leavers attaining literacy and numeracy at SCQF Level 5 increased from 57.6% in 2012 to 58.2% in 2013. As with attainment at Level 4 Renfrewshire's performance at Level 5 was above the national average; 5.2% above in 2012 and 5.6% above in 2013. Leavers data for 2014 will become available at the end of February 2015.

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6.4 /cont'd	Ensure that children and young people achieve high standards of attainment.	Head of Children's Services	March 2016		Support and challenge visits took place with every secondary school using the new senior phase benchmarking tool, Insight. A major focus for action related to an analysis of the poverty attainment gap. Work is ongoing in responding to the recommendations of JRF report on closing the attainment gap. This will be enhanced in responding to the recommendations of the tackling poverty commission. The average tariff score for the lowest attaining 20% of Renfrewshire leavers in 2013 was 161 which was above the national average of 149. Performance of the middle attaining 60% of Renfrewshire leavers in the same year was 776 and was also above the Scottish average of 760. Those leavers in the highest 20% in Renfrewshire compared less favourably with the Scottish average. Renfrewshire leavers achieved an average tariff score of 1,730 compared to the Scottish average of 1,789.

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
6.4 /cont'd	Ensure that children and young people achieve high standards of attainment.	Head of Children's Services	March 2016		The average tariff score of leavers from the most deprived communities (SIMD decile 1) in Renfrewshire in 2012/2013 was 547. This was an increase of 39 from the 2011/12 tariff score of 508. Leavers from the least deprived communities (decile 10) had an average tariff score of 1301 in 2012/13 up from 1263 in 2011/12. The gap between the most deprived leavers (decile 1) and the least deprived leavers (decile 10) remains relatively unchanged between 2011/12 and 2012/13. The gap in 2012/13 was 754 down one on the 2011/12 performance of 755. Although performance has increased between the two years for both decile 1 leavers and decile 10 leavers the gap between the two communities remain relatively unchanged.

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
6.5	Continue to implement CfE by: • continuing to develop broad general education; • the implementation the new senior phase national qualifications; • continuing to develop transitions; • continuing to refine assessment and moderation; • improve reporting; • further developing pupil or learner profiles; and • reviewing the implementation of the CfE through aspect reviews	Head of Children's Services	March 2015	50%	As part of the Broad General Education (BGE) all pupils are entitled to quality dance experiences based on the CfE experiences and outcomes. Working in partnership with the Renfrewshire PE lead officer and a professional choreographer, planners and support materials including DVDs are now being produced. These will be rolled out to establishments before the end of the session. August 2014 saw the first roll out of the new higher qualification, (N6), across all Renfrewshire's secondary schools. This comes after a successful session (2013/14) which saw all S4 learners across the authority study the new national qualifications, either at national 3, 4 or 5. A report approved by the education policy board in January 2014 allowed decisions about which higher each school would deliver from August 2014 to be made at a local level, following professional dialogue between the head teacher and subject principal teachers. At that point each subject area drew up a written rationale as to the educational reasons behind their decision. The end result of this is that in August 2014 all Renfrewshire secondary schools are offered S5 learners both current higher courses and new higher courses.

Council plan theme: A better future - improved health, wellbeing and life chances for children and families					
Community planning theme: Children and young people Jobs and the economy					
Service outcome 6: Promote effective learning and raise achievement for all children and young people 3 to 18, through the implementation of curriculum for excellence and the development of skills					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
6.5	Continue to implement CfE by: • continuing to develop broad general education; • the implementation the new senior phase national qualifications; • continuing to develop transitions; • continuing to refine assessment and moderation; • improve reporting; • further developing pupil or learner profiles; and • reviewing the implementation of the CfE through aspect reviews	Head of Children's Services	March 2015	75%	In order to support all subject areas we have put in place a number of authority wide supports to assist schools, departments and individual teachers. For example, subject forums have been put in place for discreet subject areas (rather than faculties) to allow subject staff to meet four times through the current session. Part of this time is committed to national qualification curriculum development. Furthermore, the authority has resourced subject specialist staff to work in writing teams to produce and share curricular material for the new Higher, across the full range of subject areas. Schools also have their own packages of support to ensure that all departments are ready for new higher delivery by August 2015, alongside support at a national level through Education Scotland, SQA, and Scottish Government funding and the additional in-service day.

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6.5 /cont'd	Continue to implement CfE by: • continuing to develop broad general education; • the implementation the new senior phase national qualifications; • continuing to develop transitions; • continuing to refine assessment and moderation; • improve reporting; • further developing pupil or learner profiles; and • reviewing the implementation of the CfE through aspect reviews	Head of Children's Services	March 2015		Renfrewshire secondary schools continue to engage with SQA to ensure that the ongoing transition to new national qualifications is as smooth as possible. This is the second year when in excess of 30 teaching staff will carry out a quality assurance role on behalf of SQA, and have been cascading their knowledge and skills at both a school and authority levels (through twilight CPD sessions, subject forums and writing teams). With an increased focus on 'understanding standards' training, access to live candidate material and a new approach to verification this session, Renfrewshire staff are developing their confidence around the delivery and assessment of new national qualifications. This has been further enhanced by the range of SQA subject implementation events along with understanding standards and improvements to subject pages on the SQA website. SQA continues to support Renfrewshire at authority, SQA coordinator, head teacher and school levels.

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6.5 /cont'd	Continue to implement CfE by: • continuing to develop broad general education; • the implementation the new senior phase national qualifications; • continuing to develop transitions; • continuing to refine assessment and moderation; • improve reporting; • further developing pupil or learner profiles; and • reviewing the implementation of the CfE through aspect reviews	Head of Children's Services	March 2015		Head teachers met in October 2014 to review the senior phase curriculum. In particular, articulation and progression from the BGE into the senior phase was considered and as a result a short life working group has been set up. Membership includes head teachers, DHTs, council officer and union representation. The aim of the group is to review the senior phase and propose a Renfrewshire model for possible implementation in August 2016. The group will carry out research into different models, consult with key stakeholders and take account of national guidance including the recommendations made in the report 'Developing Scotland's Young Workforce', before making a recommendation to the management team. The group will also create a senior phase guide outlining minimum requirements for schools.

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6.5 /cont'd	Continue to implement CfE by: • continuing to develop broad general education; • the implementation the new senior phase national qualifications; • continuing to develop transitions; • continuing to refine assessment and moderation; • improve reporting; • further developing pupil or learner profiles; and • reviewing the implementation of the CfE through aspect reviews	Head of Children's Services	March 2015		An evaluation has been completed of the 2014 study leave for S4 learners who did not have examinations. After a very successful programme of school and authority wide experiences (including college taster courses and a range of employer inputs / work experience) a series of recommendations for session 14/15 were made and approved by board in November 2014. Therefore the pilot model used in May 2014 will now be established as the Renfrewshire Enrichment Programme for senior phase learners who do not require study leave. A short life working group is currently in place to review the authority approach to reporting to parents. This has membership from all sectors including professional organisations and is considering a range of issues, including profiling, tracking and monitoring, learner conversations and the role of the traditional parents' evening and report card. Achievements of young people are recognised and celebrated in schools with all P7 and S3 pupils completing a pupil profile, with a variety of methods being used (Merit, Glow, blogging). Establishments are continuing to embed the processes of profiling, learner conversations and personal learning planning in classroom methodology and as a result pupils have an improving understanding of their own learning and achievements. This is being monitored through establishment reviews and Education Scotland inspections.

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
6.6	Improve the quality and experience of modern foreign languages (MFL) in primary schools: • implement revised framework for MFL; • pilot P1 programme; and • develop a programme of training to support MFL in primary schools.	Head of Children's Services	June 2014	80%	12 trainers have completed training in the delivery of the Renfrewshire framework for modern foreign languages in the primary sector. 204 practitioners have been trained in session 2013-14 and a further 170 will be trained in session 2014-15. A local authority strategy group has been established and a position paper has been developed which will form the basis for Renfrewshire's strategy. A secondary seconded development officer has been employed in order to engage secondary schools in this development. We are hosting 5 German educational trainees this session. They will be based in our five secondary schools who deliver German. They will also be assigned to associated primaries in order to give learners access to native speakers. Links with Renfrewshire and Lyon continue to strengthen as young people and staff blog with their French partners. There are plans to host a visit from a further 12 practitioners from Lyon this session. Plans are in place to strengthen partnerships with Furth in Germany. An exchange visit will be organised for Dec/Jan 2015. A modern languages website has been added to GLOW. This site covers French, Spanish and German and includes many resources which staff have uploaded, including native speakers dialogue files. This website is increasingly well used. We now have 12 pilot schools who are piloting revised approaches from primary 1 to primary 7. All primary schools are delivering a modern language in at least 3 stages.

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
6.7	Ensure that learners have the necessary skills for adult life in the 21st century by: • delivering the Skills for Success implementation plan; • giving learners the opportunity to develop skills, including higher order thinking skills, both within the classroom and through providing opportunities for wider achievement; • implementing the Invest in Renfrewshire employability strategy; • working alongside community partners to enrich the curricular experience of learners; and • focusing on effective transition support from the senior phase into positive, sustained destinations.	Head of Children's Services	March 2015	75%	The skills for success (S4S) group delivered on over 80% of the 2013/14 implementation plan. The group has had an increased membership for session 14/15, to include representation from the ASN and primary sectors, the University of the West of Scotland, and to incorporate three secondary head teachers. The main driver for the group is the Developing Scotland's Young Workforce (DSYW) report, and the S4S implementation plan for the next three years will focus on implementing the recommendations of the DWSW report. Invest in Renfrewshire continues to support school-based employability opportunities, and in session 2014/15 each secondary school (and the ASN sector) retained a project leader tasked with supporting the development of employability skills. Project leaders are well supported by HQ staff and there are regular meetings, partner inputs and CPD activities planned for this school session. Graduate interns have formed part of this school team in supporting employability whilst focusing on the capture of leavers' data for the Scottish Government data hub (which feeds into Insight / SLDR). Schools have provided very positive feedback on their interns last session and many have applied for interims this session to move forward the STEM agenda (science, technology, engineering and maths).

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Action Numb	Action	Responsibility	Timescale	Progress Bar
6.8	Develop and deliver programmes and projects that improve young people's health and wellbeing, ensuring a focus on prevention, building responsibility and supporting vulnerable young people at risk.		March 2016	100%
Progress on actions April 2014 to March 2015 A range of targeted health and wellbeing initiatives, in both a school and community setting, have been progressed over the last year by youth services: • Secondary schools have been supported in the delivery of the drugs and alcohol curriculum through age appropriate, interactive youth worker led drug and alcohol inputs; • An innovative project, run in partnership with the Children's Parliament and youth services has provided support to the primary 7 pupils making the transition to Renfrew High School this August. After gathering the views and experiences of all P7 and S1 pupils, the participants made a mural that expressed their hopes and concerns. • A new youth forum / club for young people identifying themselves as LGBT (Lesbian, Gay, Bisexual and Transgender) has been established in partnership with LGBT Youth Scotland. The groups helps give young people a voice and offers support, advice and information; • New Forest School provision has been delivered for young people attending learning support at Park Mains High School and St Andrew's Academy's Bosco Unit. • The social, emotional and behavioural needs of young people at school have also been met through targeted youth work projects like the Earn-a-bike initiative at Johnstone High School and the Learn, Explore and Discover programme run at Renfrew High and the Kintyre Unit at Linwood High. These programmes build confidence, independence and have helped young people engage in their learning at school. • Young people with additional support needs at Kersland and Mary Russell School are also supported through social interaction groups, the Duke of Edinburgh's Award and youth clubs. • Youth services continue to play an important role every week at the Flexible Learning Resource, delivering personal and social development that builds resilience, respect for others and promote young people's engagement in learning.				

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to September 2014
6.8	Develop and deliver programmes and projects that improve young people's health and wellbeing, ensuring a focus on prevention, building responsibility and supporting vulnerable young people at risk.	Head of Children's Services	March 2016	50%	The health of learners in secondary schools in Linwood is being targeted through the Hearty Lives Programme funded by The British Heart Foundation (BHF) and the Local Area Committee and delivered in partnership with Active Communities. The programme has already run several successful events, including a Parkours Club, health based transition event and a peer educators programme where young people are trained to work with their peers to help them make healthy choices. Several primary schools are involved in the PATHS project (promoting alternative thinking strategies) partly funded through Big Lottery and supported by Barnardos. The project is developing the pro-social skills, emotional understanding, social problem solving and self-control of learners from Early Years through to P7. Two of the participating schools will be applying to be a PATHS curriculum model school. If successful Renfrewshire will be the first in Scotland to receive such an award.

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015	
6.9	Develop and deliver programmes and projects that improve young people's skills for learning, life and work ensuring a focus on preventing negative destinations.		March 2016		Youth services continues to deliver projects and programmes that improve young people's skills: - In a community setting a wide range of different youth drop-ins, youth clubs and arts and media projects provide opportunities for young people to develop skills. Young people learn to work together, improve their communication skills and take on positions of responsibility as leaders and volunteers. - Opportunities to attain more specific skills valued by employers are provided in ICT and media skills; food hygiene and first aid qualifications; and driving skills. - Opportunities for young people to fulfil leadership roles; e.g. young people volunteering as young leaders, peer education roles and young people representing the views of others in youth forums and pupil councils; and - Accredited awards that are valued by employers; for instance the Duke of Edinburgh's Award.	

Council plan theme: A better future - improved health, wellbeing and life chances for children and families					
A better future: Children and young people Safer and stronger					
Service outcome 7: Our children and young people are prepared for adult life through the participation in health and wellbeing, volunteering, sport and accredited activities					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
7.1	Improve the arrangements in place to support young people to develop their own opinions, express their views and take positive action in their communities		March 2015	100%	Youth services continue to support a range of projects and initiatives that help young people develop and express their views and be active in their local community. In the last year the following progress has been made: - Renfrewshire Youth Voice successfully organised the 2014 Positive About Youth Awards and are taking forward plans, with British Council funding, to investigate the need for a youth facility in Paisley; - A group of young people took part in a multi-media project to express their views about the regeneration of Linwood and what it is like to be a young person growing up in Linwood. An exhibition produced by the young people is on display at Linwood library; - West Johnstone Youth Council organised the Johnstone Gala for the second year in a row; - A new digital technology project is supporting young people to investigate how digital technology can improve youth information and young people's involvement in democratic processes; - Three new MSYPs were returned through a by-election held in September. For the first time an on-line voting platform was used to administer the election. 12 candidates are standing in the Scottish Youth Parliament elections in March 2015; - MSYPs have been active in the Care, Fare, Share campaign (about support to young careers) and were successful in influencing elected members to pass a motion, at Full Council, in support of the campaign; and - Five MSYPs attended sittings of the Scottish Youth Parliament in Shetland, Stirling and Perth. In June 2015 the Scottish Youth Parliament will meet in Renfrewshire.

Council plan theme: A better future - improved health, wellbeing and life chances for children and families					
A better future: Children and young people Safer and stronger					
Service outcome 7: Our children and young people are prepared for adult life through the participation in health and wellbeing, volunteering, sport and accredited activities					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
7.2	Develop and extend opportunities for young people to achieve; for example, through accredited awards, performance in sport, leadership roles and volunteering.		March 2016		Youth Services continue to offer opportunities for young people to achieve. Young people were supported to achieve through leadership roles: as MSYPs, youth forum members; peer educators, Duke of Edinburgh's Award young leaders; youth club leaders; and pupil council members. Young people also achieved through the arts. Dance and drama groups in Linwood and Renfrew successfully organised musical performances in their community and young people from the LADDs youth group in Linwood also performed at Go Dance 2014, the 7th annual festival for excellence in community dance at the Theatre Royal. Young people involved in Project Z in Ferguslie successfully published a second graphic novel called 'The Terror Returns'. Two young people were also successful in being selected to take part in the opening and closing ceremony of the Commonwealth Games. Achievement is also progressed through accredited awards like the Dynamic Youth Award, John Muir Award, Saltire Award, Youth Achievement Award and the Duke of Edinburgh's Award. Over the last year there has been a significant development in the Duke of Edinburgh's Award with three new award centres becoming established at Linwood High School, Renfrew High School and an Open Award Group in Erskine.

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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
7.3	Develop and deliver rugby in schools and in the wider community; ensuring that links are made with local clubs and girls are encouraged to take part.	Head of Planning and Community Services	March 2016	100%	Between April 2014 and March 2015, 35 of the 49 primary schools have received curriculum time rugby classes through P.E. time, school health weeks and after school clubs. Two programmes were offered to the schools: touch rugby for P5 and P6 and the introduction of full contact rugby to P7 classes. 7,275 primary aged young people have participated from April 2014 to March 2015, this figure has increased throughout the school year due to the recruitment of three Scottish rugby modern apprentices who promoted the sport and increased opportunities for young people to participate in the sport. 4605 young people from across the secondary schools have participated in rugby matches and events such as secondary school games, inter authority games and additional friendly fixtures between April 2014 and March 2015. The rugby academy at Castlehead High School and school of rugby programme at Paisley Grammar School continue to run this year providing selected pupils with 3-4 rugby sessions a week both groups have the opportunity to play against other schools of rugby from other local authorities. All players involved in these programmes are benefiting from both the rugby and life skills learnt through rugby.

Council plan theme: A better future - managing assets						
Community planning theme: Safer and stronger Renfrewshire						
Service outcome 8: Children, young people and staff benefit from an enhanced learning environment						
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015	
8.1	Complete the new St James' Primary School (Renfrew) and Moorpark Pre 5 Centre.	Head of Resource Services	August 2014	100%	The school, pre 5 and community learning centres were officially opened in August 2014. Work on phase 2 of this project continues and while a fire at the old school building impacted on the demolition of the building the time was recovered. The construction of parking and outdoor sports facilities is ongoing and the project is expected to complete by the end of April 2015.	
8.2	Progress the design and construction of a new school and pre 5 centre for children and young people with severe and complex needs and the closure of Clippens, Kersland and Hollybush Pre 5 Centre.	Head of Resource Services	August 2016	100%	Design development, with input from head teachers from Clippens and Kersland Schools and the head of centre from Hollybush Pre 5 Centre, was ongoing throughout 2014. The project has now moved to the construction phase with the contract awarded to CBC under a partnership framework agreement. Site possession was established on 3 November 2014 and enabling works commenced on 24 November 2014. Robust governance arrangements are in place and technical meetings and design team and client progress meetings have been established for the coming year.	

Council plan theme: A better future - managing assets					
Community planning theme: Safer and stronger Renfrewshire					
Service outcome 8: Children, young people and staff benefit from an enhanced learning environment					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
8.3	Develop proposals for a new School Estate Management Plan (SEMP).	Head of Resource Services	May 2014	100%	Education and leisure services' school estate management plan (SEMP) was approved by education policy board in May 2014 and detailed plans for the first phase of the plan were approved by the education policy board in August 2014. Formal consultations have been concluded in relation to the undernoted phase 1 projects. Education Scotland has commented positively on the approach taken by Renfrewshire Council and reports recommending that proposals be progressed will be submitted to the education policy board on 5 March 2015: - a new build St Fergus' Primary School including a catchment review involving St Fergus' and St Mary's Primary Schools; - a catchment review involving St Fillan's and Our Lady of Peace Primary Schools; and - a catchment review involving St Anne's and St James' (Renfrew) Primary Schools. Very good progress is being made in the development of the refurbishment and extension of Mossvale and St James' Primary Schools (including the integration of Mossvale Pre 5 Centre into the school building). The head teachers and both school communities have informed the process and the project is on programme and on budget. A proposal to consult on the relocation of Bargarran and St John Bosco Primary Schools to a fully refurbished shared campus on the site of the existing St John Bosco Primary School will be submitted to the education policy board on 5 March 2015. Should the education policy board approve this proposal a consultation will take place during May 2015 with a report on the outcome of the consultation submitted to education policy board in November 2015.

Council plan theme: A better future - managing assets					
Community planning theme: Safer and stronger Renfrewshire					
Service outcome 8: Children, young people and staff benefit from an enhanced learning environment					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
8.4	Liaise with the corporate landlord to ensure the efficient maintenance of all ELS establishments.	Head of Resource Services	March 2015	100%	ELS continues to liaise with the corporate landlord to identify priorities within the maintenance programme and to ensure compliance with statutory maintenance obligations to ensure that facilities are accessible to all. ELS also leads on the annual review of core facts with the assessment of condition central to this exercise.

Council plan theme (s): A better future - improved health, wellbeing and life chances for children and families reduction in the causes and impact of poverty					
Community planning theme: Children and young people Safer and stronger Jobs and economy					
Service outcome 9: Young people, families and communities benefit from improved community learning and development					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
9.1	Develop and deliver literacy and numeracy programmes for adult learners, including the development of family learning programmes to marginalised and vulnerable families, and support the early years strategy.	Head of Planning and Community Services	March 2016	80%	There are currently 17 literacies sessions being delivered throughout Renfrewshire on a weekly basis. These sessions are for varying levels of literacy, numeracy and learners can choose what they wish to work on. Outreach is being carried out in Low Moss Prison to support short term offenders who live in Renfrewshire. This initiative supports offenders to continue with their learning once they are liberated and to help them integrate back into the local community. There is an IV Calculations Numeracy Project that is delivered in Royal Alexander Hospital in partnership with the NHS where student nurses are supported with numeracy calculations. At West Johnstone Campus and Castlehead Secondary school youth literacies sessions supported young people in their transitional stage between school and employment. This helped them make decisions towards positive destinations and develops their literacy skills. 333 learners have participated in ALLS literacy programmes in Renfrewshire since April 2014. A mobile crèche provision for 50 weeks of the year throughout Renfrewshire is offered by the Adult Learning and Literacies Service. The crèche meets learners' needs for childcare provision through delivering morning, afternoon and evening crèche support. All staff have SVQ qualifications, as required by Scottish Social Services Council.

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Community planning theme: Children and young people Safer and stronger Jobs and economy					
Service outcome 9: Young people, families and communities benefit from improved community learning and development					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
9.1 /cont'd	Develop and deliver literacy and numeracy programmes for adult learners, including the development of family learning programmes to marginalised and vulnerable families, and support the early years strategy.	Head of Planning and Community Services	March 2016	60%	The Family Learning and Literacies Project locally known as the Pizza Reading Group work with vulnerable families whose children do not readily engage in learning within a school environment. Families are encouraged to participate in activities which help to raise confidence, self belief and language skills of both children and adults. In the sessions parents are encouraged to help their children with homework and join in the fun learning activities. Parents learn new, fun methods of encouraging their children to read and learn. The project was delivered in Our Lady of Peace and Woodlands Primary schools between April and June 2014 working intensively with 8 parents and 15 children. A pilot of the Pizza Reading Group was set up in January 2015 with families who attend Linwood Community Nursery who will have the opportunity to participate in the family learning experience.

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Community planning theme: Children and young people Safer and stronger Jobs and economy					
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Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
9.2	Develop and deliver work clubs targeted at vulnerable adults seeking employment. Extend Beginners IT classes and work clubs to develop partnership between ALLS and Renfrewshire Employment Partnership.	Head of Planning and Community Services	March 2016	100%	A new initiative has been developed between ALLS and Renfrewshire Employment Partnership called the Learning and Employment Project. (LEEP) A new Community Learning Officer (with an employability remit) is in post to support the project. The project provides a range of additional learning programmes targeting adults aged 16 plus seeking employment and living in Renfrewshire. 358 learners participated in the Learning and Employment Project between April 2014 and March 2015. The project is funded through Renfrewshire Employment Partnership. There are eight Work Clubs being delivered in partnership with Renfrewshire Employment Partnership and Job Centre Plus which help people back into employment by offering support with job searches, CVs and access to PCs and the internet. The workclubs are located in Bargarran Community Centre, Linwood Library, Foxlea Learning Centre, West Johnstone Learning Centre, Southend Action Centre, Glenbourn Learning Centre and two in Moorpark Learning Centre. 418 learners participated in Work Clubs between April 2014 and March 2015. Adult Learning and Literacies Services also have an extensive digital skills programme with thirteen Computing for Beginners classes and seven IT Skills for Work classes supporting learners into employment or progressing to further or higher education. There are also five IT skills for life classes targeting more older learners who have an interest in new technology. 444 learners participated in the Digital skills programme between April 2014 and March 2015.

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Community planning theme: Children and young people Safer and stronger Jobs and economy					
Service outcome 9: Young people, families and communities benefit from improved community learning and development					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
9.3	Provide a wide range of community based adult learning programmes in response to community need, including the development of a 'Moodle' online learning environment.	Head of Planning and Community Services	March 2016	100%	Over 250 adult learners from across Renfrewshire were honoured for their achievements in adult learning at an awards ceremony held in Glynhill Hotel. Each participant was awarded a certificate for completing courses and programmes organised and delivered by the ALLS team. Professor Ted Milburn gave an inspired speech encouraging learners to continue with their learning and to set personal goals. From April 2014 and March 2015 286 classes were delivered by ALLS throughout Renfrewshire in a variety of community settings. 2176 adults participated in ALLS learning programmes and 33 accredited classes were delivered by ALLS throughout Renfrewshire. 175 adult learners participated in accredited classes in a variety of community settings. 253 non-accredited classes were also delivered by ALLS throughout Renfrewshire. In total, 2001 adult learners achieved non-accredited learning through ALLS in a variety of community settings.

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Community planning theme: Children and young people Safer and stronger Jobs and economy					
Service outcome 9: Young people, families and communities benefit from improved community learning and development					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
9.3 /cont'd	Provide a wide range of community based adult learning programmes in response to community need, including the development of a 'Moodle' online learning environment.	Head of Planning and Community Services	March 2016		ALLS continues to provide a unique service to residents offering a wide range of learning opportunities including; English for Speakers of Other Languages, Gaelic, Literacies, Online learning, IT Core Skills and Work clubs. The service continues to target vulnerable and marginalised residents from the five and ten percent data zones. 159 learners participated in Personal and Social Development (PSD) classes, delivering Parenting Matters, Confidence Building, Speakeasy and Steps to Excellence. An exciting new initiative has taken place in Adult Learning and Literacies Services through the development of a new Personal and Social Development (PSD) course called 10 Lessons for Life. The course is designed to engage adults in their first steps back into learning using a group work approach that begins the process of self-reflection and acknowledgement of their skills and strengths. The course will initially be delivered by eight newly trained ALLS Facilitators, in West Johnstone, Moorpark, Bargarron and Glenburn Learning Centres. The course will also be used as a CPD training resource to help staff develop their understanding of the barriers learners may have to learning and how they can support them to break them down.

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Community planning theme: Children and young people Safer and stronger Jobs and economy					
Service outcome 9: Young people, families and communities benefit from improved community learning and development					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
9.4	Continue to develop opportunities for individuals to volunteer in our service delivery.	Head of Planning and Community Services	March 2016	100%	A literacies volunteer training course took place in West Johnstone Learning Centre in December 2014. Nine participants completed the training and are currently being matched in to literacy sessions to support learners with varying degrees of literacy skills. English for Speakers of Other Languages (ESOL) volunteering course will be delivered in February / March 2015 in Moorpark Learning Centre. Volunteers will support ESOL learners in learning sessions throughout Renfrewshire. The strategy is being reviewed to ensure it complements the principles and themes as set out in the new regulations for the provision of community learning and development within a local authority. A new strategic plan will be developed and submitted to the Scottish Government by September 2015.
9.5	Implement the new Renfrewshire Community Learning and Development Strategy; ensuring that services have a focus on tackling poverty, prevention and early intervention and support vulnerable individuals and families.		March 2016	100%	

Council plan theme (s): A better council - strategic change management people and organisational development					
Community planning theme: Empowering communities					
Service outcome 10: Our approach to effective and efficient service management results in improved services to, and best value for, our customers					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
10.1	Explore alternative models of service delivery of leisure and cultural services	Head of Planning and Community Services	March 2015	75%	ELS consulted with stakeholders, employees and trade unions on the potential broadening of the remit of Renfrewshire Leisure to manage all culture, sports facilities and services on behalf of the council. The consultation ended in October 2014 and the business case was presented to Council on 18 December 2014. The business case for transferring management of our cultural and leisure services to the Renfrewshire Leisure trust was approved by elected members. The board of Renfrewshire Leisure has already agreed in principle to accept the transfer proposal, we will now work with Renfrewshire Leisure to prepare for transfer on 1 July 2015. The board of RLL will meet in the Spring to confirm this in the light of the Council's decision.
10.2	Contribute to more efficient working arrangements by participating in corporate strategic workstreams	Head of Resource Services Michael Dewar	March 2015	100%	ELS has contributed to the corporate change programme groups and board and has contributed to the development of the new 'better council' programme.

Council plan theme (s): A better council - strategic change management people and organisational development						
Community planning theme: Empowering communities						
Service outcome 10: Our approach to effective and efficient service management results in improved services to, and best value for, our customers						
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015	
10.3	Participate in and support the implementation of the Corporate Business Support service Action Plan for ELS.	Head of Resource Services Michael Dewar	March 2015	100%	Good progress has been made towards the implementation of effective business support arrangements for both schools and HQ through the corporate business support action plan.	
10.4	Reduce staff absence levels by supporting staff attendance and well-being.	Head of Resource Services Michael Dewar	March 2016	100%	The majority of ELS employees are teachers, whose absence levels have reduced in 2013/14 compared to 2012/13. Local Government absence levels have also reduced overall but this is not consistent throughout the year. Extensive work continues across the service to reduce staff absence and education managers regularly link with head teachers to reduce absence levels and ensure employees are accessing the support they require. The service undertook an analysis of HR data to identify patterns in absence rates to ensure that targeted support is being accessed, and policies are reflective and effective.	

Council plan theme (s): A better future; A better council - improved health, wellbeing and life chances for children and families managing assets					
A better future: Safer and stronger					
Service outcome 11: We live longer, healthier lives by promoting participation in active, healthy lifestyles and by improving the condition of leisure facilities					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
11.1	Continue to develop Renfrewshire Community Sports Hub Structure and support local sport clubs to participate in decision making.	Head of Planning and Community Services	March 2016	100%	Community Sports Hubs (CSH) continue to be the home for community sport. All seven Renfrewshire CSH's are constituted with office bearers appointed, each constitution is based on the agreed needs of the member clubs. Across the seven Community Sports Hubs there are 67 member clubs/organisations, 7500 participants and 900 deliverers involved in sport. Each CSH has been contributing towards a shared and agreed hub action plan which has an agreed vision, key priorities, outputs and measurable outcomes set against the hub plan. Each hub plan has funding attached to it which is specific to achieving the outlined plan. Each member club has identified their priorities and the investment required to achieve the plan.

Council plan theme (s): A better future; A better council - improved health, wellbeing and life chances for children and families					
A better future: Safer and stronger					
Service outcome 11: We live longer, healthier lives by promoting participation in active, healthy lifestyles and by improving the condition of leisure facilities					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
11.2	Develop and implement a new sports strategy	Head of Planning and Community Services	June 2014	60%	Renfrewshire's Sports Strategy was approved at the Sports Leisure and Culture Policy Board in August 2014. The steering group have prepared a draft implementation plan which will be presented to the Strategic Group in February 2015. The steering group will develop into an implementation group, comprising key partners and will take responsibility for implementing the Sport's strategy.
11.3	Develop and implement the pitches playing fields and pavilions strategy.	Head of Planning and Community Services	March 2016	40%	The Pitches, Playing Fields and Pavilions Strategy has been completed and was approved at the Sports, Leisure and Culture Policy Board in November 2014. Design options and costs for facility upgrades and improvements are being developed. These will be available in February 2015. Discussion with local members and community groups will follow thereafter to determine the most suitable option for communities.

Council plan theme (s): A better future - improved health, wellbeing and life chances for children and families a safer and strong Renfrewshire					
Community planning theme: Safer and stronger Children and young people					
Service outcome 11: We live longer, healthier lives by promoting participation in active, healthy lifestyles and by improving the condition of leisure facilities					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
11.4	Work on Partnership with NHS Greater Glasgow & Clyde, Renfrewshire CHP Health improvement team and other local authorities to: - develop the substance misuse toolkit for both primary and secondary sector; signposting schools to high quality audited resources around drugs, tobacco and alcohol; - support schools to meet the needs identified by the health and wellbeing survey; - support schools to deliver the relationship, sexual health and parenthood (RSHP) resource; - work in partnership with Choose Life and partners to develop a mental well being policy; and - develop a primary resource to replace the active choices programme in primary schools.	Head of Children's Services	March 2015	100%	The new Relationships Sexual Health and Parenthood (RSHP) pack is now part of primary and secondary school CPD programmes. Plans are in place to support staff to deliver this. In partnership with the CHP an additional £4000 worth of resources were delivered to Kersland, Clippens and Mary Russell schools to support them in the delivery of RSHP programme. Effectiveness of delivery will be monitored next year. The substance misuse toolkit was successfully launched in December to secondary schools. A primary version has been developed and will be launched in March 2015. A replacement for the active schools' Active Choices programme has been identified. This has been developed by NHSGG&C from the 'Body Matters Resource'. Renfrewshire CHP has allocated funding to support the further development of this resource. This resource will be available for schools in January 2015. Over the past twelve months a group of young people from Erskine Music and Media Youth Group have been working to develop an information DVD which supports the Relationships, Sexual Health and Parenthood Education curriculum that is being rolled out across our local authority area. The DVD has been developed to support teachers and youth workers with the delivery of the Relationships Sexual Health and Parenthood Education Curriculum (RSHP) across Renfrewshire.

Council plan theme (s): A better future - improved health, wellbeing and life chances for children and families a safer and strong Renfrewshire					
Community planning theme: Safer and stronger Children and young people					
Service outcome 11: We live longer, healthier lives by promoting participation in active, healthy lifestyles and by improving the condition of leisure facilities					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
11.4 /cont'd	Work on Partnership with NHS Greater Glasgow & Clyde, Renfrewshire CHP Health improvement team and other local authorities to: - develop the substance misuse toolkit for both primary and secondary sector; signposting schools to high quality audited resources around drugs, tobacco and alcohol; - support schools to meet the needs identified by the health and wellbeing survey; - support schools to deliver the relationship, sexual health and parenthood (RSH) resource; - work in partnership with Choose Life and partners to develop a mental well being policy; and - develop a primary resource to replace the active choices programme in primary schools.				The need to produce this DVD was identified by young people via research which was conducted in Renfrew High School which highlighted a lack of awareness around the provision of sexual health and wellbeing services available across Renfrewshire. Permission for health improvement to lead on the development of this DVD was granted by Renfrewshire Sexual Health Planning and Implementation Group which includes representation from education, health and the third sector. Erskine Music and Media Youth Group took the lead with the production overseen by a working group which included representatives from Health Improvement, Sandford Renfrewshire, GPs, School Nursing, youth services and Erskine Music and Media Youth Group was launched in November 2014.
11.5	Provide quality physical education in primary and secondary schools including physical education staff development for primary teachers.	Head of Children's Services	June 2016	70%	A physical education lead officer was appointed in June 2014 and has been engaging with all schools in providing support in the delivery of quality PE. There have been a number of successful CPD courses offered to practitioners and these continue to be very well attended. Resources and equipment have been purchased and updated to ensure children access quality PE. An Education Scotland visit to the Park Mains cluster has taken place to evaluate the impact of grant funding to support the development of PE and to share areas of good practice across Scotland.

Council plan theme: A better council - serving our customers and citizens					
Community planning theme: Empowering our communities					
Service outcome 12: Our customers are consulted and satisfied with our services					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
12.1	Develop and undertake an annual parent and learners satisfaction survey	Head of Children's Services	August 2014	50%	The survey is currently under development and aims to be issued in 2014/2015 school sessions following consultation with our establishments. We expect this to be completed by the end of the school session.
12.2	Develop a consultation toolkit to assist services and schools in carrying out meaningful consultation with customers	Head of Children's Services	August 2014	50%	A draft consultation toolkit was issued to services and establishments in October 2014. The use of which has yet to be evaluated. This will be considered in the context of service integration in this school session.

Council plan theme: A better future - performance management framework and approach					
Community planning theme: Children and young people Empowering our communities					
Service outcome 13: People benefit from the service's self-evaluation activities and continuous improvement					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
13.1	Continuous improvement and self-evaluation procedures are embedded in all Renfrewshire education establishments.	Head of Children's Services	March 2016	100%	All establishments currently undertake self-evaluation and complete an annual self-evaluation profile. A working group has rationalised our approaches to self-evaluation and school improvement planning with the intention to produce revised guidance within this current school session.
13.2	Continue to develop approaches to self-evaluation in line with the recommendations from the VSE exercise with Education Scotland.	Head of Children's Services	March 2015	100%	Education Scotland published its report on the service's validated self-evaluation in May 2014. The positive report highlighted a number of key strengths of the services' approach to self-evaluation. Much of the work which was highlighted in the VSE exercise has now led to improvements in staff's capacity to self-evaluate and challenge services. We have also undertaken a number of improvements in relation to the areas of focus in the VSE process: transitions, the development of GIRFEC, approaches to the broad general education and the development of skills for learning, life and work.

Council plan theme: A better future - performance management framework and approach					
Community planning theme: Children and young people Empowering our communities					
Service outcome 13: People benefit from the service's self-evaluation activities and continuous improvement					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
13.3	Continue to develop and implement a quality framework for community learning and development; encompassing internal review and joint approaches to self-evaluation and improvement planning.		March 2016	100%	CLD Partners have made progress by piloting an area based approach to planning and evaluating CLD provision. Focusing on the Linwood area, twenty different partner organisations have worked jointly to record the CLD provision that is happening. Partners have also undertaken a joint self-evaluation exercise of CLD provision, focusing on the impact of CLD provision on families and wider achievement for young people.

Council plan theme: A high performing council - performance management framework and approach					
Community planning theme: Empowering our communities					
Service outcome 13: People benefit from the service's self-evaluation activities and continuous improvement					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
13.4	Implement the senior phase benchmarking tool across our schools and develop a revised model for SQA performance management in secondary schools.	Head of Children's Services	August 2014	50%	The senior phase benchmarking tool, branded 'Insight – benchmarking for excellence' was launched by the Scottish Government in September 2014. Staff in the service and in our secondary establishments are currently familiarising themselves with the tool. We undertook benchmarking visits with our secondary schools and will use good practice from these visits to further inform the development of Insight 2014 leavers destination data will become available at the end of February 2015.

Council plan theme: A better council - people and organisational development

Community planning theme: Empowering our communities

Service outcome 14: Services are provided by a highly skilled workforce

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
14.1	Provide a programme of continuous professional development for staff working with children with additional support needs (ASN).	Head of Children's Services	August 2014	75%	We are currently developing the programme and have already provided training on attachment, de-escalation, GIRFEL and training for support assistants on promoting positive relationships. We will develop this further with a strategy in the next school session.
14.2	Undertake a review of the professional learning currently offered for newly qualified teachers (NQTs).	Head of Children's Services	June 2015	50%	The review has taken place and from evaluation responses it was agreed to develop our own programme for NQTs through capitalising on the strengths of our existing headteachers and providing opportunities to build leadership capacity across our schools. Newly qualified teachers (NQTs) have attended a two day welcome programme and a first round of CPD relating to promoting positive behaviour. A session has been provided for supporters to ensure they are clear about GTCS requirements, the online profile and good practice in relation to supporting NQTs. The professional learning programme throughout the session is currently being developed using the expertise which lies within the authority rather than an external company as has happened in previous years. Scottish Government funding has enabled the authority to build in Learning for Sustainability and Global Citizenship provided by WOSDEC. An evaluation of the welcome days was carried out and NQTs will evaluate each of their professional learning sessions on the LA CPD website. The results will be collated on an ongoing basis as we go through the school session. As part of the Partnership agreement with universities we are working alongside others to enhance NQT programmes and share practice. An audit was carried out by the University of Strathclyde of current programmes and this has been shared to promote good practice.

Council plan theme: A better council - people and organisational development

Community planning theme: Empowering our communities

Service outcome 14 : Services are provided by a highly skilled workforce

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
14.3	Provide a programme of continuous professional development for staff working with children.	Head of Children's Services	August 2014	100%	All teachers have been offered and attended a wide and varied programme of training. Some examples include: • reflection against the professional standards; • modern languages; • coaching for leadership (PRD); • Oh Lila; • learning for sustainability and • rights across the curriculum. We will continue to offer high quality professional learning opportunities for staff.

Council plan theme: A better council - people and organisational development

Community planning theme: Empowering our communities

Service outcome 14 : Services are provided by a highly skilled workforce

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
14.4	Develop policy and procedures to support the implementation of 'Teaching Scotland's Future' (Donaldson Review): - Implement General Teaching Council of Scotland (GTCS) professional update; - Develop framework for leadership at all levels; - Support a culture of career-long professional learning; and - Develop the partnership between Renfrewshire, North Ayrshire and East Ayrshire councils and the University of West of Scotland to support and encourage professional learning for aspiring leaders.	Head of Children's Services	from August 2014 March 2015	80%	The Professional Review and Development and Professional Update policy and support pack for schools has been agreed by the JNC and education policy board. All teachers across Renfrewshire Council have a copy of this policy and all line managers are now implementing this policy. The policy and practice was validated by the GTC Scotland in May 2014. There is a training programme in place to support effective implementation of the policy and the working group continues to meet to support the process and monitor and evaluate the success of implementation. The leadership strategy has been agreed and approved by JNC and education policy board. The strategy now requires to be implemented through raising awareness across all schools and will be used in order to support the career long professional learning pathways for all teachers. Training sessions have been organised to support teachers with reflection against the Professional Standards. This was delivered by the PRD working group and central staff. Training sessions have been organised for February 2015 to support Professional Learning Coordinators / Reviewers in school with regards to coaching skills. A professional learning opportunity will be offered to all primary headteachers during March / April 2015 with regards to coaching learning sets. This training will be delivered by Keep Learning which is a registered CPD provider with Education Scotland. We have six participants who have been given the opportunity to engage in the online professional learning activity – Aspiring Leaders. We are organising network sessions with the other local authorities to support our participants and ensure that we build in sustainability in leadership development.

Council plan theme: A better council - people and organisational development					
Community planning theme: Empowering our communities					
Service outcome 14 : Services are provided by a highly skilled workforce					
Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
14.5	Continue to review workforce development action plan.	Head of Resource Services	March 2016	100%	We have continued to work with colleagues from across services to review, maintain and develop the workforce development action plan.

Council plan theme: A better council - people and organisational development

Community planning theme: Empowering our communities

Service outcome 14 : Services are provided by a highly skilled workforce

Action Number	Action	Responsibility	Timescale	Progress Bar	Progress on actions April 2014 to March 2015
14.6	Develop joint approaches to upskilling the community learning and development workforce.		March 2016	100%	Community Learning and Development teams continue to up skill volunteers, part-time and full time staff through a rolling programme of training and development. An example of the training includes Professional Development Award (PDA) in Youth Work. Through an inter-authority partnership, with Inverclyde Council, part time youth work staff and volunteers have had the opportunity to undertake this qualification, bringing improvements to the quality of provision for young people.

ELS SERVICE IMPROVEMENT PLAN 2014-2015 Outturn Report

PI Status		Long Term Trends			Short Term Trends		
	Alert		Improving			Improving	
	Warning		No Change			No Change	
	OK		Getting Worse			Getting Worse	
	Unknown						
	Data Only						

1. That children, young people and vulnerable adults benefit from services that meet their needs and are of high quality

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Target	Target	Target	Target	
EL037 % of school leavers in positive and sustained destinations				87.7%	89%	90.2%	90%	92%	90%	Dec 2015	91%	91%	92.5%			The percentage of school leavers in positive and sustained destinations has risen from 90.2% in 2012/13 to 92% in 2013/14. Renfrewshire's ranking, relative to other local authorities, has moved from 24th in 2012/13 to 22nd in 2013/14. The School Leaver Destination results for 2014/15 will not be available until December 2015.

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16	2016/17	Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Target	Target	
ELCMT23a Number of days lost per 1,000 Primary School pupils through exclusion				13	28	10	27	6	27	July 2015	8	8	8	Between 2012/13 and 2013/14 the numbers of days lost per 1,000 primary school pupils through exclusions decreased from 10 to 6. The 2014/15 results will be available in July 2015. The service expects the results to be in line with the 14/15 target.
ELCMT23b Number of days lost per 1,000 Secondary School pupils through exclusion				168	205	112	156	64	155	July 2015	87	86	85	Between 2012/13 and 2013/14 the numbers of days lost per 1,000 secondary school pupils through exclusions decreased from 112 to 64. The 2014/15 results will be available in July 2015. The service expects the results to be in line with the 14/15 target.

2. Our services promote and advance equality and the rights of children and adults

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
EL059a Number of Gaelic learners participating in Gaelic language classes in Renfrewshire				113	110	116	114	122	120	June 2015	120	120	120		85	Performance has improved from 2012/13 due to the appointment of a new ALLS Gaelic Development Officer during 2013 who improved the coordination of Gaelic learning provision across Renfrewshire, East Renfrewshire and Inverclyde. The 2014/15 results will be available in June 2015. The service expects the results to be in line with the 14/15 target.
EL135 Number of pupils participating in Special Games				386	480	427	490	441	500	June 2015	440	445	450		450	The number of pupils participating in the Special Games has increased between 2012/13 and 2013/14. Increasing from 427 to 441. The annual target for 2013/14 has not been met as a result of the withdrawal of the P1 to P3 age group in 2011/12. Future targets from 2014/15 have been amended to reflect this change. The 2014/15 results will be available in June 2015. The service expects the results to be in line with the 14/15 target.

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16	2016/17	Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Target	Target	
EL136 Number of pupils with disabilities involved at performance level				45	30	36	35	37	40		45	45	45	The number of pupils with disabilities involved at performance level was 37 across 12 competitions and events. A few of the individuals have represented Renfrewshire at more than one sport. Several young people left school last year and can no longer be counted within our reporting structure. These young people have joined local clubs and will continue to be supported through the national governing bodies. The 2014/15 results will be available in June 2015. The service expects the results to be in line with the 14/15 target.

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16	2016/17	Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Target	Target	
ELCMT24 Number of racist incidents in schools				48	40	27	30	24	25	June 2015	25	24	23	The number of racist incidents reported in schools has decreased from 27 in 2012/13 to 24 in 2013/14. Positively, this does not exceed target. The 2014/15 results will be available in June 2015. The service expects the results to be in line with the 14/15 target.
ELS10.09eiii Attainment of Children at Standard Grade Level by Children from the 20% most deprived neighbourhoods (SIMD)				19.6%	NA	21.8%	NA	NA	NA	NA	NA	NA	NA	This indicator is part of the Local Government Benchmarking Framework and 2013/14 data will be available after the Scottish Government has audited our Local Finance Return.
ELS10.09eiv Attainment of Children at Higher Grade Level by Children from the 20% most deprived neighbourhoods (SIMD)				9.4%	NA	9.5%	NA	NA	NA	Jan/ Feb 2016	NA	NA	NA	In 2014, the national measures for measuring attainment were changed and coincided with the introduction of the new national qualifications. Attainment data is based on school leavers and is now updated in September and January each year. We will be undertaking benchmarking visits to our secondary schools to discuss attainment data and agree areas for improvement.

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16	2016/17	Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Target	Target	
ICS/LAC/EDA/16 Average tariff scores for looked after children				79	NA	134	N/A	Available August 2015	NA	NA	NA	NA	NA	This figure is reported through the combination of Social Work and Education data by the Scottish Government and data is published the following reporting year. The 2013/14 results will be available in August 2015. The service expects the results to be in line with the 14/15 target.

3. People's quality of life is improved through participation in leisure and cultural opportunities

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16	2016/17	Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Target	Target	
EL198iii No. of adult participants engaged in learning, cultural and sporting activity (Arts & Museums)				10,123	9,000	11,220	9,000	11,722	9,000	April 2015	12,000	12,500	13,000	The number of adult participants engaged in learning, cultural and sporting activity for Arts & Museums increased to 11,722 in 2013/14 and exceeded target. Performance data is currently being gathered for 2014/15.
EL198ii No. of adult participants engaged in learning, cultural and sporting activity (Gaelic)				120	350	357	355	389	360	April 2015	370	380	380	A Gaelic Learners Celebration Event took place in October 2013 in Paisley Town Hall to capture the spirit of the Royal Mod. Eighty learners attended from across the three local authorities to celebrate Gaelic Language and Culture. Other Gaelic events delivered by Clann Gaidhig included; Quiz night, Choir Concert, Gaelic talks and conversational groups. Performance data is currently being gathered for 2014/15.
EL198iv No. of adult participants engaged in learning, cultural and sporting activity (CLAD - Literacies ESOL)				772	400	561	450	646	500	April 2015	570	580	580	PI exceeded target due to the success of the Family Literacy Pizza Reading Group Project. Participation in ESOL provision has also increased due to a partnership being developed with ALLS, Polish Little Angels Club and Our Lady of Peace Primary School in Linwood. Performance data is currently being gathered for 2014/15.

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
ELS14.3.1a Number of young people taking part in school based projects and programmes run by Youth Services				New P.I. 2013/14		640		640		750		875		1,000		The target has been exceeded. The number of young people registered to school based youth service provision was 1,254. Young people regularly attended a wide range of provision that develops skills for learning, life and work and promotes health and wellbeing. A further 954 young people benefited one off inputs from the team where a register wasn't kept. This includes attendance a youth information drop-ins and youth leadership days. Lastly, over 1,000 P7 pupils also received a Young Scot National Entitlement card through the establishment of a new process for issuing the card 'in bulk' to school pupils. This together with other outreach work has led to a 78% increase in the number of young people with the card. To date 5,842 young people have and are benefiting from the card.
ELS14.3.1b Number of young people taking part in community based projects and programmes run by Youth Services				New P.I. 2013/14		1500		1500		1,500		1,500		1,500		The target has been exceeded. The number of young people registered to community based youth service provision was 2,028. Provision included junior and senior youth clubs, additional support need youth clubs, dance and drama clubs, music and media groups, community based Duke of

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
																Edinburgh Award provision and outdoor learning. A further 763 young people were engaged through outreach and activities at galas and community events.

4. People benefit from the improved condition and usage of community assets and public buildings

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Target	Target	Target	Target	
EL019 POOLS - attendances/1000 population				2,245	2,440	2,029	2,526	3,063	2,550	June 2015	2,722	2,900	3,000			The total number of attendances per thousand population has increased from 2,029 to 3,063 in 2013/14. An increase of 1,034. The total number of attendances reported was 533,886. The main reasons for the increase is primarily attributed to the opening of the new ON-X sport and community centre in Linwood. In addition to this there have been several price promotions throughout the year. The 2014/15 results will be available in June 2015. The service expects the results to be in line with the 14/15 target.
EL020 Indoor sports facilities - attendances/1000 population				7,533	7,294	8,537	7,331	11,410	8,600	June 2015	8,600	8,700	8,800			The total number of attendances per thousand population has increased from 8,537 in 2012/13 to 11,410 in 2013/14. An increase of 2,873. The total number of attendances was 1,988,941. A strong performance in membership growth was sustained in 2013/14. The 2014/15 results will be available in June 2015. The service expects the results to be in line with the 14/15 target.

5. We value and enjoy our environment and improve it for future generations

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
EL018E % of eco schools that have achieved a green flag				58%	55%	58%	55%	60%	57%	June 2015	60%	64%	66%			In 2013/14, 60% of establishments achieved a green flag. This was 2% above the target. To achieve this status, schools promote environmental sustainability through participation in eco-schools projects, and the inclusion of opportunities around global education and climate change. The 2014/15 results will be available in June 2015. The service expects the results to exceed the 14/15 target and have revised future targets.

6. Promote effective learning and raise achievement for all children and young people 3 to 18, through the implementation of curriculum for excellence

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
EL038 % achieving English and Maths at SCQF level 3 or better				94%	96%	96%	96%	NA	96%	Sept 2015	97%	97%	97%	97%	97%	In 2014, the national measures for measuring attainment were changed and coincided with the introduction of the new national qualifications. Attainment data is based on school leavers and is now updated in September and January each year. We will be undertaking benchmarking visits to our secondary schools to discuss attainment data and agree areas for improvement. We will revise this P.I. for 2015 service improvement plan.
EL133.1 % pupils achieving qualification when engaged in learning experiences such as city and guilds/ XL/ ASDAN/ Vocational programme.				91.52%	88%	91.86%	88%	NA	92%	Sept 2015	92%	90%	92%	92%	92%	Data is currently being gathered from secondary schools and West College Scotland and will be available early 2015. The 2014/15 results will be available in June 2015. The service expects the results to be in line with the 14/15 target.

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16	2016/17	Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Target	Target	
EL197iii No. of participants engaged in opportunities for out of school learning through cultural and sporting activity (Libraries - culture)				25,544	15,800	25,009	15,800	30,160	25,700	June 2015	25,900	26,100	26,100	Overall figures for participants are significantly up from 2012/13 and the target has been exceeded. The 2014/15 results will be available in June 2015. The service expects the results to be in line with the 14/15 target.
EL197ii No. of participants engaged in opportunities for out of school learning through cultural and sporting activity (Libraries - learning)				2,955	4,800	5,243	4,800	5,035	5,000	June 2015	5,100	5,200	5,200	There is a slight decrease in the number of participants for 13/14, however the value still exceeds the annual target. Performance data is currently being gathered for 2014/15.
EL197i No. of participants engaged in opportunities for out of school learning through cultural and sporting activity (Arts & Museums)				9,925	8,200	11,496	8,500	13,836	8,500	June 2015	12,000	12,500	12,500	The number of participants engaged in opportunities for out of school learning through cultural and sporting activity has exceed the 2012/13 value and also the 2013/14 target. Performance data is currently being gathered for 2014/15.
EL197iv No. of participants engaged in opportunities for out of school learning through cultural and sporting activity (CLAD - Active Schools)				5,344	5,200	7,000	5,300	7,350	5,400	June 2015	5,500	5,600	5,600	7,350 young people participated in sport and physical activity through the Active Schools Programme across Renfrewshire in 2013/14. The annual target has been exceeded. Performance data is currently being gathered for 2014/15.

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
EL197v No. of participants engaged in opportunities for out of school learning through cultural and sporting activity (CLAD - Sports Development)				2,108	2,000	5,600	2,100	5,857	5,700	June 2015	5,700	5,800	5,800		5,800	5,857 individual young people engaged in out of school learning sport development activities. This includes after school, evening and weekend sport clubs. The annual target has been exceeded.
ELCMT01 % achieving 5+ awards at SCQF level 5 or better				57%	56%	58%	57%	NA	58%	Sept 2015	59%	60%	60%		60%	Performance data is currently being gathered for 2014/15.
ELCMT02.1 % achieving 1+ awards at SCQF level 7 or better				17%	15%	16%	16%	NA	16%	Sept 2015	16%	17%	18%		18%	In 2014, the national measures for measuring attainment were changed and coincided with the introduction of the new national qualifications.
ELCMT02 % achieving 3+ awards at SCQF level 6 or better				37%	38%	38%	39%	NA	40%	Sept 2015	41%	41%	41%		41%	Attainment data is based on school leavers and is now updated in September and January each year. We will be undertaking benchmarking visits to our secondary schools to discuss attainment data and agree areas for improvement.
ELCMT04 Average tariff score of the lowest attaining 20% S4 pupils				72	71	78	72	NA	79	Sept 2015	79	80	80		80	We will revise this P.I. for 2015 service improvement plan.
ELS10.09ei Attainment of Children at Standard Grade Level by all Children, by the end of S4				39%	36%	40%	36%	NA	37%	Sept 2015	37%	37%	37%		37%	
ELS10.09eii Attainment of Children at Higher Grade Level by all Children, by the end of S6				25%	25%	25%	26%	NA	26%	Aug 2015	27%	28%	29%		29%	

7. Our children and young people are prepared for adult life through the participation in health and wellbeing, volunteering, sport and accredited activities

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
ELS12.4.3 Numbers of pupils engaged through the music service				1,200	1,100	1,337	1,150	1,443	1,150	1277	1,150	1,150	1,150	1,150	1,150	In 2014/15 numbers of pupils engaged through the music services for instrumental tuition exceeded the target of 1,150.
ELS12.14.7a Number of participants in primary school rugby				6,421	5,500	6,122	5,700	7,162	5,900	7275	6,100	6,100	6,100	6,100	6,100	7,275 primary aged young people have participated from April 2014 to March 2015, this figure has increased throughout the school year due to the recruitment of three Scottish rugby modern apprentices who promoted the sport and increased opportunities for young people to participate in the sport.
ELS12.14.7b Number of participants in secondary school rugby				2,614	2,800	3,736	3,000	3,320	3,200	4605	3,700	3,750	3,800			4605 young people from across the secondary schools have participated in rugby matches and events such as Secondary School games, inter authority games and additional friendly fixtures between April 2014 and March 2015.
ELS13.04.01 No. of opportunities for young people to achieve through accredited awards				1,044	869	1,309	960	1,477	1,350	June 2015	1,400	1,450	1,500			The number of accredited awards achieved by young people over an ten month period in 2014-15 was 1,100. It is anticipated that full year data will be closer to the target set for the year. The range of awards achieved includes the Duke of Edinburgh Award (153), Saltire Award (403) ,

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
ELS14.7.1a Number of young people taking part in youth voice projects and programmes run by Youth Services				New P.I. 2013/14				149	149	April 2015	160	170	180			Dynamic Youth Award (32), Archery Proficiency Award (38), Playmaker Award (198) and Sport Leader Award (236) and other awards (40 - John Muir, Mountain bike award, Sailability, National Indoor Climbing Award) Baseline data for both indicators were established during 2013/14. The 2014/15 results will be available in April 2015. The service expects the results to be in line with the 14/15 target.
SOA13ELS.01 Increase in the number of children and young people participating in sporting, cultural and citizenship activities. No. of opportunities for young people to achieve through accredited awards.				New P.I. 2013/14				12.8%	3%	April 2015	7%	11%	15%			The number of accredited awards achieved by young people over an ten month period in 2014-15 was 1,100. It is anticipated that full year data will be closer to the target set for the year, of 1,400. Although an increase of 7% may not be achieved this year, overall performance, taken over the last two years, has been

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
																exceeded the increase sought. The total awards achieved over two years was intended to be 2,790. The actual number of awards achieved, over two years, is expected to be 2,877.

9. Young people, families and communities benefit from improved community learning and development

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Target	Target	Target	Target	
ELS12.12.1b Number of adults participating in literacy and numeracy classes				289	285	291	289	333	300	April 2015	210	310	315			During 2013/14 the number of adults participating in literacy and numeracy classes exceeded the 2012/13 value and 2013/14 target. The 2014/15 results will be available in April 2015. The service expects the results to exceed the 14/15 target as there continues to be a great demand for literacy provision for adults in Renfrewshire.
ELS12.17.2 % of learning communities that have been inspected that have achieved a positive report				100%	100%	100%	100%	100%	100%	April 2015	100%	100%	100%			In 2012/13 Castlehead Learning Community was inspected and achieved a very positive report from Education Scotland, meaning that performance was maintained in respect of this indicator. Education Scotland were due to conduct an inspection of Linwood Learning Community in October 2014, but this was postponed. It is anticipated that the inspection will be rescheduled during 2015. Performance data is currently being gathered for 2014/15.

10. Our approach to efficient government results in improved services to, and best value for, our customers

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Target	Target	Target	Target	
EL048 No of days lost through sickness absence as % of total working days available (APT&C)				4.8%	4.3%	4.67%	4.3%	4.9%	4.3%	June 2015	4.3%	4.3%	4.3%	4.3%	4.3%	Absence increased from 4.67% in 2012/13 to 4.9% in 2013/14. Concentrated efforts into the application of the supporting attendance policy will be input to reduce this.
EL049 No of days lost through sickness absence as % of total working days available (Manual)				6.7%	4.3%	5.49%	4.3%	8.1%	4.3%	June 2015	4.3%	4.3%	4.3%	4.3%	4.3%	Absence increased from 5.49% in 2012/13 to 8.1% in 2013/14. Concentrated efforts into the application of the supporting attendance policy will be input to reduce this.
EL050 No of days lost through sickness absence as % of total working days available (Teachers)				3.7%	4%	3.94%	4%	3.3%	4%	June 2015	4%	4%	4%	4%	4%	Absence decreased from 3.94% in 2012/13 to 3.3% in 2013/14. We continue to apply the Council's supporting attendance policy to reduce incidence of sickness absence.
EL191 No of days lost through sickness as % of total working days available (overall)				4.3%	3.9%	4.87%	4.3%	4.1%	4.3%	June 2015	4.3%	4.3%	4.3%	4.3%	4.3%	Absence decreased from 4.87% in 2012/13 to 4.1% in 2013/14. We continue to apply the Council's supporting attendance policy to reduce incidence of sickness absence.

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Target	Target	Target	Target	
ELS10.09ai cost per pupil for primary schools				4,121	NA	4,240	NA	NA	NA	Feb 2015	NA	NA	NA	NA	NA	The performance data is expected to be available in February.
ELS10.09aii cost per pupil for secondary schools				5,346	NA	5,425	NA	NA	NA	Feb 2015	NA	NA	NA	NA	NA	
ELS10.09aiii Cost per pre-school place				3,519	NA	2,699	NA	NA	NA	Feb 2015	NA	NA	NA	NA	NA	
ELS10.09bi % of Adults satisfied with local schools				(collected bi-annually)	NA	92%	NA	NA	NA	Feb 2015	NA	NA	NA	NA	NA	
ELS10.09ci Cost per Attendance of Sport and Leisure Facilities (Including Swimming Pools)				£2.48	NA	£2.49	NA	NA	NA	Feb 2015	NA	NA	NA	NA	NA	The performance data is expected to be available in February.
ELS10.09cii Cost per Visit to Libraries				£3.63	NA	£4.35	NA	NA	NA	Feb 2015	NA	NA	NA	NA	NA	
ELS10.09ciii Cost per Visit to Museums and Galleries				£24.35	NA	£18.92	NA	NA	NA	Feb 2015	NA	NA	NA	NA	NA	

11. We live longer, healthier lives by promoting active, healthy lifestyles and improving the condition of leisure facilities

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16	2016/17	Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Target	Target	
ELS12.14.2i % of primary schools which deliver 2 hours quality physical education				96%	89%	98%	100%	100%	100%	June 2015	100%	100%	100%	The percentage of Renfrewshire primary schools which deliver 2 hours of quality PE for all pupils has risen from 98% in session 2012/13 to 100% in session 2013/14. Performance data is currently being gathered for 2014/15.
ELS12.14.2ii % of secondary schools which deliver 2 hours quality physical education				100%	100%	100%	100%	100%	100%	June 2015	100%	100%	100%	The percentage of Renfrewshire secondary schools meeting the target of two hours of PE every week for all pupils S1 – S4 has remained at 100%. Performance data is currently being gathered for 2014/15.

12. Our customers are consulted and satisfied with our services

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16	2016/17	Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Target	Target	
ELCMT12a3 % of library users satisfaction levels				NA	99%	89.34%	99%	NA	99%	June 2015	99%	99%	99%	In 2012/13 a major review of the library customer satisfaction survey was undertaken following comments from the CSE assessor. All aspects of the service is now surveyed and user characteristics are gathered to allow the service to extract detailed information on customer's satisfaction levels and areas for improvement. The survey is now carried out on a rolling basis. No survey was carried out in 2013/14. An annual snapshot survey will be carried out during 2014/15. Performance data is currently being gathered for 2014/15.

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Target	Target	Target	Target	
ELCMT12b1 % user satisfaction with museums & art gallery				83%	85%	90%	90%	94%	90%	June 2015	93%	93%	93%			The indicator shows the percentage of respondents to customer satisfaction surveys who, when asked to rate their overall satisfaction with museums, stated that the service was either very good or good. Hard copies of surveys are available within Paisley and Renfrew museums throughout the year. Face to face surveys are carried out by staff and an online survey is also available. Hard copies are kept on file and online responses are available on Survey Monkey. 94% of respondents who commented on their overall impression of museums, stated Good or Very Good. This represents an increase of 4% compared with last year. This is an overall increase of 11% in the last two years. The service received a high level of positive feedback and media attention for the recent Brick City exhibition, a display of iconic buildings from around the world, made entirely from LEGO. This exhibition also attracted the highest number of visitors to Paisley museum ever recorded. Customer comment suggests that changes to the displays

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
																of the permanent collections and improvements to disabled access would further increase satisfaction levels.
ELCMT12c1 % users satisfied with arts services performances				99%	96%	95%	97%									The indicator shows the percentage of respondents to an annual customer satisfaction survey who, when asked to rate their overall satisfaction with performances, stated that the service was either very good or good. All customer satisfaction surveys are input to Survey Monkey, an online application which provides analyses and reports. The overall customer satisfaction level is 97%. This represents a 2% increase in satisfaction compared with last year. During 2012/13 customer comment suggested an increase in comedy events. In response, the service launched a new strand of comedy events under the banner, "A Buddy Good Laugh". This has proven very popular, receiving some of highest capacity audiences for the year. The cafe and bar at Paisley Arts Centre, has now been operating under the new contractor for a full year. While the cafe service is
								June 2015								

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
																popular during the day and a bottle bar is served from the servery in the main foyer area on performance evenings, there is still no bar operating in the actual bar area on the first floor of the building. The contractor has indicated they will begin operation of a full bar service during 2014/15.
																Performance data is currently being gathered for 2014/15.
ELCMT12e1 % Adult education learners satisfied				100%	100%	100%	100%	100%	100%	April 2015	100%	100%	100%		100%	The results will be available in April, the early results show that performance levels have been maintained and the target has been met.
ELCMT12f1 % parent satisfaction with primary schools HMIE Survey				97%	100%	85%	100%	86%	100%	June 2015	100%	100%	100%		100%	Performance data is currently being gathered for 2014/15.
																86% of parents were satisfied with primary schools, this was an increase of 1% from 2012/13 and below the 100% target set for 2013/14.
																Performance data is currently being gathered for 2014/15.
ELCMT12f2 % pupil satisfaction with primary schools HMIE Survey				84%	93%	90%	94%	89%	95%	June 2015	95%	95%	95%		95%	89% of pupils were satisfied with their secondary schools. This was below the target of 95% set for 2013/14.
																Performance data is currently being gathered for 2014/15.

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16	2016/17	Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Target	Target	
ELCMT12g1 % parent satisfaction with secondary schools HMIE Survey				89%	100%	No schools inspected during 2012/13	100%	88%	100%	June 2015	100%	100%	100%	88% of pupils were satisfied with their secondary schools. This was below the target of 100% set for 2013/14. Performance data is currently being gathered for 2014/15.
ELCMT12g2 % pupil satisfaction with secondary schools HMIE Survey				81%	85%	No schools inspected during 2012/13	86%	90%	87%	June 2015	87%	87%	87%	90% of pupils were satisfied with their secondary schools. This was above the target of 87% set for 2013/14. Performance data is currently being gathered for 2014/15.
ELCMT12h1 % parent satisfaction with local authority nursery HMIE Survey				92%	100%	92%	100%	98%	100%	June 2015	100%	100%	100%	98% of pupils were satisfied with their secondary schools. This was below the target of 100% set for 2013/14. Performance data is currently being gathered for 2014/15.
ELCMT12j % parent satisfaction with special schools HMIE Survey				98%	100%	No schools inspected during 2012/13	100%	No schools inspected during 2012/13	100%	June 2015	100%	100%	100%	No ASN schools inspected during 2013/14. Performance data is currently being gathered for 2014/15.
ELCMT12k % pupil satisfaction with special schools HMIE Survey				NA	100%	No schools inspected during 2012/13	100%	No schools inspected during 2012/13	100%	June 2015	100%	100%	100%	No ASN schools inspected during 2013/14. Performance data is currently being gathered for 2014/15.
ELS10.09di % of Adults Satisfied with Culture and Leisure Services - % of adults satisfied with libraries				NA	collected bi-annually	84%	NA	NA	NA	Jan/ Feb 2016	NA	NA	NA	These indicators are part of the Local Government Benchmarking Framework. The 2014/15 data will be available in January/ February 2016.
ELS10.09dii % of Adults Satisfied with Culture and Leisure Services -				NA	collected bi-annually	79%	NA	NA	NA	Jan/ Feb 2016	NA	NA	NA	

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Target	Target	Target	Target	
% of adults satisfied with museums and galleries																
ELS10.09diii % of Adults Satisfied with Culture and Leisure - % of adults satisfied with leisure facilities.				NA	collected bi-annually	83%	NA	NA	NA	Jan/ Feb 2016	NA	NA	NA	NA	NA	

14. Services are provided by a highly skilled workforce

PI Code & Short Name	Data on target	Short Term Trend	Long Term Trend	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		Explanation of Performance
				Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	Value	Target	
ELSPERSOD06 % of ELS managers, in the MDP process, who have a completed IDP				46.88%	90%	28.13%	90%	24.14%	90%	June 2015	90%	90%	90%	90%	90%	Performance data is currently being gathered for 2014/15.
ELSPERSOD07 % of ELS employees, in the MTIPD process, with a completed IDP				70.43%	90%	57.77%	90%	54.91%	90%	June 2015	90%	90%	90%	90%	90%	