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**To: Education and Children's Services Policy Board**

**On: 18 May 2023**

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**Report by: Director of Children's Services**

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**Heading: Children's Services Service Improvement Plan 2022/23 Outturn Report**

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**1. Summary**

- 1.1. The purpose of this report is to provide an update on performance of Children's Services for the twelve-month period covering 1 April 2022 to 31 March 2023 in relation to the Service Improvement Plan approved by this Board in May 2022.
- 1.2. The plan aligns with the new Council Plan and Community Plan, and provides the strategic direction for the service. The service is an active partner in developing and delivering the outcomes contained within both the Renfrewshire Children's Services Partnership Plan and the Renfrewshire Community Justice Outcomes Improvement Plan.
- 1.3. The action plan (attached at Appendix A) is 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 measures of success. The service scorecard sets out a range of key indicators against which performance of the service is measured. This report provides a summary of performance for both the action plan and the service performance indicators, which are included as appendices to this report.
- 1.4. Children's Services has delivered on its priorities over the last twelve months and service updates and key achievements are highlighted in Section 4 of this report.

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## **2. Recommendations**

- 2.1. It is recommended that the Education and Children's Services Policy Board note:
- a) the contents of this report; and
  - b) the achievements of Children's Services during 2022/23.

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## **3. Background**

- 3.1. Children's Services is responsible for the delivery of social work services to children and families, justice social work services, and early years, primary and secondary education. Much of what the service does is statutory; that is, there is a legal requirement for the Council to deliver. Service delivery is a mix of universal provision (such as education), targeted provision (such as children's houses for accommodated children and young people) and specialist support (for example, justice social work court services).
- 3.2. Our approach is strongly focused on prevention, early intervention and providing additional support for the most vulnerable. Whilst children's health services sit within Renfrewshire's Health and Social Care Partnership (HSCP), a key priority of both organisations will be the continuation of effective integrated working to improve outcomes for children and young people.
- 3.3. The Service Improvement Plan is a comprehensive statement of the outcomes the service aims to achieve, and the actions it will take to achieve these. It fits within the wider planning framework of the Council by taking account of Community Planning themes and Council priorities. It enables elected members to have oversight of developments within the service and to consider and develop policy options which reflect customer need and resource availability.
- 3.4. Appendix A details the specific actions the service has achieved and will continue to progress, to support the Council's priorities and help deliver improved outcomes for Renfrewshire children, young people, and families.

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## **4. Service Update and Key Achievements**

- 4.1. Opportunities to incorporate The Promise in service planning and delivery is being facilitated through the active and growing Promise Keeper network. There are currently 118 Promise Keepers in place across the local authority, HSCP, and partner agencies. The network ensures cognisance is given to the needs and voices of those with care experience. This work is complemented by the development of a Promise Self-Evaluation Tool which, once completed,

will enable services to review progress in #KeepingThePromise in key areas such as training and development, trauma-informed practice, and risk management. Evaluation has been completed for education and further activity around evaluation is taking place with other council areas and with partners. A Renfrewshire Language Policy, to ensure words and phrases used to describe care experience are positive and do not further exacerbate stigma, has been developed and is being disseminated for use across the local authority. A mapping and action plan tool has also been developed to support planning and to enable us to map Renfrewshire's Promise journey and progress.

- 4.2. Progress continues to be made to develop Renfrewshire's approach to early and effective whole family support measures. The aim of the whole family wellbeing approach is to provide appropriate family supports, focussing on early intervention, and providing opportunities for children, young people, parents, and carers to shape the services that impact them. Local insight has presented a strong case that children and young people's needs are best understood and met within the context of their families. Through the Scottish Government's Whole Family Wellbeing Fund, Children's Services is engaging with partners to develop collaborative proposals to address the needs of Renfrewshire's families in a way that is non-stigmatising, community-based, and underpinned by children's rights. There is recognition of the benefit to have services linked and access to support being in one place. Positive learning from the successful implementation of the REN10 mental health and wellbeing family support service is also being applied to the whole family wellbeing approach.
- 4.3. In collaboration with health partners, the West Partnership, and the voluntary sector we continue to develop consistent, effective and preventative approaches to support recovery, and improve the mental, social, and emotional wellbeing of children and young people. A comprehensive programme for professional learning is in place, covering a wide range of health and wellbeing topics delivered at local authority level and across the West Partnership. An example of work undertaken includes the new online interactive Alcohol and Substance Education Awareness programme which is being implemented across all our early years establishments and schools. Renfrewshire's children and young people have been at the heart of this development work, as have those with lived experience.
- 4.4. Ukrainian pupils have been welcomed by our schools, and pupils were supplied with resources such as uniforms, and materials to support their inclusion. The resettlement has been supported by the Families First and Active Schools teams, and the children and young people have been able to access supports for wellbeing such as counselling. An opportunity has been

provided for people from Ukraine to join the Council as trainees for a six-month period, to assist the Council to support Ukrainian refugees. Two people are participating in programmes located within schools to help Ukrainian children settle in their new school environment and to assist pupils and staff with barriers to learning such as language.

- 4.5. The 2022 exam diet saw a return to the traditional model of assessment. Due to the COVID-19 pandemic, alternative methods of assessment were put in place for the 2020 and 2021 exam diet. As such, we should be cautious of making direct comparisons of 2022 results with previous years which had a different assessment approach. In 2022, young people across Renfrewshire have performed exceptionally well and this reflects the considerable effort on the part of young people, their families, and their school community.
- 4.6. Work that is in partnership with Skills Development Scotland, West College Scotland, Invest in Renfrewshire, and Developing the Young Workforce West continues to progress to ensure planned, robust approaches are in place to support the most vulnerable learners into positive destinations. The work placement programme continues to provide excellent opportunities with approximately 400 new employers this year who are offering a range of opportunities such as site visits, training, and long-term work placements for young people in the senior phase.
- 4.7. Following the Council's declaration of a climate emergency in June 2019, the delivery of improvements to the school estate to offer a high degree of environment sustainability and energy efficiency will make a critical contribution towards Renfrewshire being carbon neutral by 2030. Considerable progress has been made with the LED lighting programme largely complete in the Public-Private Partnership (PPP) estate.
- 4.8. Work has been successfully undertaken to progress the increased use of digital technology within learning and teaching to ensure children and young people have the appropriate digital skills required by employers and that staff are equipped to keep up-to-date with the pace of change. There have been 29 professional learning sessions with over 300 staff.
- 4.9. The recommendations of the Additional Support Needs (ASN) review continue to be implemented to support children and young people to remain in mainstream education with their peers. There has been a Getting it Right for Every Child (GIRFEC) policy refresh, and a full suite of training is underway to support staff and partners with further training being added due to demand. The training programme for ASN assistants and classroom assistants has been successfully embedded and the Education pilot involvement in Initial Referral Discussions (IRDs) has been successful and is being rolled out across all localities. An IRD is the start of the formal process of information

sharing, assessment, analysis, and decision-making following reported concern about abuse or neglect of a child or young person up to the age of 18 years, in relation to familial and non-familial concerns, and of siblings or other children within the same context. This includes unborn babies who may be exposed to current or future risk. Prior to the pilot, it was only practitioners in police, social work and health who participated in IRDs within Renfrewshire Council. During the introduction of the new Child Protection Guidance for Scotland 2021 there was an audit carried out of IRDs, which highlighted that there was often no professional at the IRD who knew the child best. It was therefore agreed at the Renfrewshire Child Protection Committee (RCPC) that an Education or Early Learning and Childcare (ELC) representative should be invited to attend as they have an essential contribution to make. Including education in IRDs allow education professionals to give a view on the needs of the child, their assessment on whether a child can be interviewed and any additional needs they may have.

- 4.10. An interim Quality Improvement Framework for Children's Services social work was introduced in November 2022. The Quality Improvement Framework will be evaluated and further developed to support the re-design of children and justice social work over the next 12 months.
- 4.11. Commitment to providing sustainable support and learning opportunities to the Gaelic community in Renfrewshire has continued. The provision of Gaelic Medium Primary Education (GMPE) has been established and is located at West Primary School.
- 4.12. During 2022/23, our inspected schools all received positive reports from Education Scotland. The schools inspected were Auchenlodment Primary School and Early Learning and Childcare Class, Barsail Primary School, Cochrane Castle Primary School, Park Mains High School, and St Benedict's High School. Children's Services both celebrate the key strengths identified at inspection, and recognise the areas for further improvement, providing support to the schools in their improvement journey.
- 4.13. Three of our four children's houses were inspected by the Care Inspectorate in 2022/23. Arkleston and Brediland received positive inspections, whilst Barochan's inspection highlighted areas for improvement. The inspectors found that staff in Arkleston have an excellent understanding of trauma-informed practice and young people are supported to access mental health services appropriately. The Barochan report highlighted a need for improvement in the management of the house and staff training. Work has commenced to address the areas for improvement required by the Care Inspectorate for Barochan.

- 4.14. Throughout 2022/23, Children's Services developed a portfolio management approach to service improvement planning, to support with balancing new priorities, core business and moving beyond recovery. The intended impact is to strengthen our service planning processes, enabling children and young people to thrive, learn and achieve. The approach will support prioritisation, integration and joint-planning, reducing duplication and over-reporting. Each portfolio was developed with a plan to deliver on our agreed service priorities and align with the remit of our Heads of Service: Curriculum, Learning, Teaching & Assessment; Inclusion; and Families & Communities.
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## **5. Actions that have been delayed or cancelled**

- 5.1. Two actions, listed below, have not been progressed owing to a delay in receiving policy guidance and funding from the Scottish Government. This was reported to Board in Autumn 2022, but as there has still not been any further progress, these actions will be discontinued from the Service Improvement Plan until such time as the Government guidance has been received:
- CHS.SIP.22.02.07: Plan for the expansion of early learning and childcare for one-year olds; and
  - CHS.SIP.22.02.08: Support with the development of a rights based, dynamic out of school care offer.
- 5.2. The action in relation to progressing the work in the priority schools identified in the School Estate Management Plan has now been separated into two actions, as requested by Board in Autumn 2022. The new actions are as coded follows to reflect individual schools:
- CHS.SIP.22.01.01a: Paisley Grammar School Community Campus; and
  - CHS.SIP.22.01.01b: Thorn Primary School.
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## **6. Progress against Performance Measures**

- 6.1. Appendices B and C outline the 34 Children's Service's performance indicators which fall under the remit of this policy board. Of these, 14 are collected quarterly over a fiscal year (1 April to 31 March) and 20 are annual indicators measured over an academic year (1 August to 31 July).
- 6.2. The 2021/22 Achievement of a Curriculum for Excellence Level (ACEL) data demonstrates that there has been an increase in attainment across all curricular areas when looking at P1, P4, and P7 combined. This follows the 2020/21 data which saw decreases across all curricular areas because of pandemic-related disruption. This trend is visible within Renfrewshire and

nationally, although attainment in Renfrewshire remains in line with or above the national figures across all stages and curricular areas.

- 6.3. The number of young people entering a positive destination after leaving school has continued to show strong performance with 97% of 2022 school leavers entering a positive destination, exceeding the target of 95%.
- 6.4. The service has continued to exceed its target for ensuring looked after children are cared for in a community setting, with 90% of children cared for in this way. Although this number represents a small drop in comparison to the same quarter last year, where the figure was 92%, this can be accounted for by the needs of a small number of young people who require to be placed in other settings better aligned to their current needs.
- 6.5. A high percentage of new unpaid work orders continue to be completed by the required date. In Q4, 96% of orders were completed on time against a target of 75%. Performance has been sustained despite increases in the number of orders stemming from further court activity, highlighting the service's efforts to focus resource on priority areas.
- 6.6. A number of justice-related indicators were reported as below target in the Mid-Year Monitoring Report. This was due in part to the ongoing changes in court activity which had disrupted justice service processes, resulting in challenging tight timescales for initial activity on orders. Justice activity also continued to be negatively impacted by accommodation issues. These issues are being addressed on an ongoing basis and the service continues to show improved performance.
- 6.7. The percentage of Stage 1 complaints responded to within timescales agreed with customers has shown significant improvement since Q4 of 2021/22 where only 75% of complaints were responded to within timescale. The Q4 2022/23 figure shows 97% of Stage 1 complaints were responded to within timescale. This highlights the efforts of the service to improve performance in this area.
- 6.8. The percentage of Stage 2 complaints responded to within timescales agreed with customers has also shown some improvement compared to Q4 of 2021/22 where only 60% of complaints were responded to within timescale. The Q4 2022/23 figure shows 67% of complaints were responded to within timescale. This remains below the target of 95% and the service will continue efforts to improve on this area of performance.
- 6.9. In all cases, the service will always focus on responding to complaints comprehensively. On occasion this may require staff to liaise closely with the complainant to fully understand the scope of the issue and thereafter identify all pertinent information. Complainants are always kept fully informed of

timescales and anything that might impact them, for example managing responses that will be impacted by school holidays.

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## **7. Areas requiring improvement and/or review**

- 7.1. The percentage of new unpaid work clients subject to a supervision order seen by a supervising officer within one week is highlighted as an area for improvement, with performance being 76% in Q4 against a target of 85%. All those where the service recommends a supervision order are issued with an appointment in advance of the court date. Delivering on this target is dependent on the compliance of those made the subject of the supervision order. The service is reviewing how the need for compliance is communicated to the individuals.
- 7.2. The average complementary tariff score for Renfrewshire pupils in senior phase stages has remained higher than the national average; despite decreasing at every stage since 2021. This can be attributed to the changing models of assessment which has influenced overall attainment at each stage. There has been a decrease in the average complementary tariff for S4 pupils in the 30% most deprived and 70% least deprived cohorts, which has resulted in an increase in the attainment gap between most- and least-deprived pupils at this stage. In S5, the average complementary tariff score has decreased slightly for the 30% most deprived and marginally increased for the 70% least deprived groups in 2022, which has also resulted in the size of the attainment gap growing slightly amongst S5 pupils. In S6, the average complementary tariff for pupils living in the 30% most deprived has increased since 2021 while performance in the 70% least deprived group has decreased. As such, the tariff point gap has closed to the smallest it has been in the last five sessions.
- 7.3. The percentage of care leavers who have had a period of homelessness in the six months prior to 31 March 2023 was 4%, representing 7 individuals. We measure performance against an ambitious target that no care leaver experiences a period of homelessness, and this continues to be an area requiring improvement to meet that target.
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## **8. Monitoring progress**

- 8.1 We will apply our robust approach to quality improvement across our portfolios to ensure our practice and provision is driven by the experience of our service users. Established processes are in place to ensure our service priorities are underpinned by appropriate and accessible policy guidance, practice standards and training/development opportunities. Data and insight aligned



to our outcomes will undergo thorough analysis and evaluation, with outputs shaping how we adapt, respond and best effect improvement over time.

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

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### **Implications of the Report**

1. **Financial** - The Service Improvement Plan highlights resourcing pressures arising from increasing demand for services and the current financial environment.
2. **HR & Organisational Development** – None.
3. **Community/Council Planning** – The report details a range of activities which reflect local council and community planning themes.
4. **Legal** - None.
5. **Property/Assets** – None.
6. **Information Technology** - Service developments relating to information technology are key enablers of service improvement and modernisation and support service-level and corporate objectives.
7. **Equality & Human Rights** - The recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. 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 & Safety** – None.
9. **Procurement** – None.
10. **Risk** – Risks related to the delivery and management of services are regularly monitored and included in Renfrewshire Council's Corporate and Strategic Risk Registers.
11. **Privacy Impact** – None.
12. **COSLA Policy Position** – None.
13. **Climate change** – Actions and performance indicators aligned to Strategic Priority 4: Green, of Renfrewshire's Council Plan, highlights activities across the Council to tackle climate change.

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**List of Background Papers:** (a) Service Improvement Plan 2022 - 2025






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# Children's Services SIP 2022-25 Action Plan


Action Status	
	Cancelled
	Overdue
	Check Progress
	In Progress
	Completed

## Strategic Priority 1: Place

Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
	CHS.SIP.22.01.01	Progress development work in relation to the priority schools identified in the School Estate Management Plan - Paisley Grammar School Community Campus	Pupils and staff enjoy a modern, fit for purpose, school estate which supports learning and achievement.	31-Aug-2026	<div><div>50%</div></div>	Progress continues to be made in design development for the new Paisley Grammar School Community Campus, which is scheduled to open in the summer of 2026 for 1,350 pupils. The project remains on programme with Royal Institute of British Architects (RIBA) Stage 2 completed in February 2023 and Stage 3 is on track to conclude in May 2023. Regular governance reviews continue to be undertaken and status evaluation updates to Scottish Futures Trust are submitted on a quarterly basis. As part of the planning application process,	Education Manager (Resources)


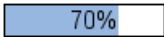


Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
						the project's design team hosts two public consultation events to capture feedback on design development at this stage. The first session took place in March 2023, with the planning submission scheduled for May 2023.	
	CHS.SIP.22.01.01	Progress development work in relation to the priority schools identified in the School Estate Management Plan - Thorn Primary School	Pupils and staff enjoy a modern, fit for purpose, school estate which supports learning and achievement.	31-Mar-2026	<div><div>20%</div></div>	The decision on Learning Estate Investment Programme Phase 3 Funding was deferred by Scottish Government in December 2022. No update on this position has been received at this time.	Education Manager (Resources)
	CHS.SIP.22.01.02	Progress plans for the roll out of full Wi-Fi across the school estate, understanding the benefits that can be baselined and measured	Funding in place and programme developed and underway.	31-Dec-2023	<div><div>33%</div></div>	This is part of a corporate roll-out of new Wi-Fi which includes schools. Wi-Fi will be installed on a programme over the next 16 months, and it is hoped that all schools will be complete before the end of the calendar year. Funding has been agreed and next steps being identified. Surveys will be completed by the end of the school term in June 2023.	Digital Learning Manager
	CHS.SIP.22.02.13	Progress office accommodation solutions to facilitate an improved contact for all service users, including groupwork provision.	A range of interventions support individuals to address the reasons for offending and promote desistance.	31-Mar-2023	<div><div>100%</div></div>	Current staff and services have returned full time to all office buildings which meets current need. Groupwork has increased numbers in line with respectable distance, with ventilation solutions progressed.	Justice Social Work Services Manager



## Strategic Priority 2: Economy

Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
	CHS.SIP.22.02.01	Working in partnership with Skills Development Scotland, West College Scotland, Invest in Renfrewshire and Developing the Young Workforce West, we will ensure planned robust approaches to supporting our most vulnerable learners into positive destinations	This will provide a coordinated approach to ensuring that all young people, particularly the most vulnerable, are given the best opportunities and supports to move into positive future pathways.	31-Mar-2025	<div><div>65%</div></div>	The Economic Recovery Group continues to meet regularly with a robust focus on supporting vulnerable learners into positive destinations. All secondary schools and our 2 schools for pupils with additional support needs (ASN) have a Developing the Young Workforce (DYW) coordinator. The key priority of these staff is to ensure all young people, particularly the most vulnerable, are provided with opportunities to support them into positive destinations post school including bespoke work placements and alternative pathways as appropriate. Monthly meetings take place to review the progress of these young people and to ensure that the right supports are in place for them. The work placement programme continues to provide excellent opportunities for our young people. We have approximately 400 new employers this year who are offering a range of opportunities such as site visits, training, and long-term work placements for young people in the senior phase. The 'My Future Pathways' programme is running successfully again this session with almost 40 young people having embarked on the construction course	Education Manager (Senior Phase)

Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
						from August 2022; 8 of these young people have now been offered places on the West College Scotland (WCS) pre-apprentice construction course (new this session).	


### Strategic Priority 3: Fair




Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
	CHS.SIP.22.02.02	Develop and extend bespoke pathways and programmes on literacy and numeracy to support all establishments through a differentiated approach	Attainment data will demonstrate improvements in literacy and numeracy attainment.	30-Jun-2023		Across literacy and numeracy, schools continue to be supported with aspects of learning and teaching including evidence-based pedagogy and assessment. A range of evaluations and case studies are currently being compiled to evaluate the effectiveness and impact of specific interventions.	Education Manager (Curriculum)
	CHS.SIP.22.02.03	Strengthen learning, teaching, and assessment in all schools, supported by high quality professional learning.	Learners' experiences are enriched with the use of new and innovative approaches to learning and teaching and are equipped with the skills to support them in their learning in a digital works	30-Jun-2023		The first Renfrewshire Learning Festival took place in February 2023 with over 800 staff attending. Feedback from staff found that 72% said they would share what they learned with colleagues, whilst 89% would implement the learning in practice. As part of the work being undertaken to develop the learning, teaching, and assessment strategy, focus groups of learners have been sharing what learner experiences should look, sound, and feel like in our schools. A sketch note is being designed based on this.	Digital Learning Manager




Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
	CHS.SIP.22.02.04	Implement the recommendations of the ASN review	Children and young people are supported to remain in mainstream education with their peers	30-Jun-2023	<div><div></div>80%</div>	Locality development is ongoing Training following the refresh of the Getting It Right for Every Child (GIRFEC) policy is underway with further training being added due to demand. Parent workshops will be set up this term to share the consistent approach that has been developed. The training programme for additional support needs assistants and classroom assistants has started and has been successfully evaluated. The Education pilot for involvement in Initial Referral Discussions (IRDs) has been successful and is being rolled out across all localities.	Education Manager (ASN)
	CHS.SIP.22.02.05	In collaboration with Health partners, the West Partnership, and the voluntary sector, continue to develop consistent, effective & preventative approaches to support recovery and improve the mental, social, and emotional wellbeing of children, young people	Through delivery of high-quality professional learning, almost all practitioners have an enhanced knowledge and understanding of programmes, resources, and strategies available to support their own wellbeing and that of children and young people (CYP). All practitioners have the skills to effectively support CYP. Almost all practitioners across all sectors use evidence-based programmes and preventative approaches in the learning and teaching	30-Jun-2023	<div><div></div>90%</div>	During Children's Mental Health week in February 2023, a series of twilight sessions was offered each day on issues that affect mental health e.g., understanding sleep, self-harm, and gender-based violence. All year 1 and 2 PATHs early years and primary schools are being effectively supported to deliver effective emotional literacy through coaching from Barnardo's. Counselling services are in place to support all CYP from P1 - S6 and parents where appropriate. In the period July 22 – Dec 22, 858 CYP were effectively supported through counselling. Our new online interactive Alcohol and Substance	Education Manager (Quality Improvement and Health & Wellbeing)


Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
			of mental, emotional, and social wellbeing. All CYP requiring specialist health and wellbeing (HWB) services. All CYP are supported to have positive, healthy, and mutually respectful relationships.			Education Awareness programme is being implemented across all our early years' establishments and schools. Work is underway to evaluate the early impact of this new resource. The Mentors in Violence Prevention (MVP) peer mentoring programme is providing young people across Renfrewshire secondary schools with the skills to challenge attitudes to gender-based violence. We are currently working with partners from Youth Services and OneRen to see how we can use MVP to support the primary sector in a universal and targeted way utilising staff and trainer expertise. Most secondary schools are now supported by MVP trained staff from Youth Services who are funded by the Scottish Government's Delivering Equally Safe Fund. This area of work is currently focusing on the development of a campaign designed by pupils. The Mental Health Foundation Peer Education Programme in conjunction with MVP training was originally piloted in Paisley Grammar School for Education Scotland. Training has also taken place in St Benedict's High School. Further roll out will take place across most of our MVP schools in the new session.	




Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
	CHS.SIP.22.02.06	Ensure Renfrewshire is a "child friendly" place where children's rights are at the centre of policy decision making.	All children in Renfrewshire rights should be protected and promoted in all areas of their life	30-Jun-2023	<div><div>75%</div></div>	Multi-agency training to support the GIRFEC refresh is ongoing. The new GIRFEC policy has Rights of the Child firmly embedded within it and all partners are ensuring that assessment of needs are based on rights and strength-based approaches. All partners including partners from third sector organisations have been involved in the refreshed training. There has also been a successful link up initiative which gave all agencies an opportunity to share experiences and successes with the implementation of GIRFEC. From April to June there will be parent workshops and an offer to local members to join a GIRFEC workshop. All future policies that have been developed reflect fully the Rights of the Child (UNCRC). Schools continue to take forward the Rights Respecting School programme along with our Renfrewshire's Nurturing Relationship Approaches. Both of these programmes enable schools to ensure children's rights are centre to school life. Also, across Renfrewshire schools, we are working hard to ensure that the development of Personal and Social Education resources and lessons are led by pupil voice. Our new Alcohol and Drug Awareness Education resource is a	Head of Education (Inclusion and Quality Improvement)


Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
						very good example; as children and young people from eight schools, across the authority, tested out our new resource, advised on changes and were the voices presenting the final lessons.	
	CHS.SIP.22.02.07	Plan for the expansion of early learning and childcare for one-year olds	Improved outcomes for targeted children. The attainment gap is reduced. Increased family resilience through improved health and wellbeing of children and parents. Parents are supported into work, study, or training	30-Jun-2023	<div><div></div></div> 0%	Owing to a delay in receiving policy guidance and funding from the Scottish Government, there has still not been any further progress with this action. Therefore, this action will be discontinued from the Service Improvement Plan until such time as the Government guidance has been received.	Education Manager (Early Years)
	CHS.SIP.22.02.08	Support with the development of a rights based, dynamic out of school care offer	Improved outcomes for targeted children. The attainment gap is reduced. Increased family resilience through improved health and wellbeing of children and parents. Parents are supported into work, study, or training	30-Jun-2023	<div><div></div></div> 0%	Owing to a delay in receiving policy guidance and funding from the Scottish Government, there has still not been any further progress with this action. Therefore, this action will be discontinued from the Service Improvement Plan until such time as the Government guidance has been received.	Education Manager (Early Years)
	CHS.SIP.22.02.09	Ensure that the Renfrewshire child protection processes and guidance are compliant with the new national guidance on child protection.	Child protection practice is further enhanced and strengthened in line with recommendations. Child protection practice is further enhanced and strengthened in line with recommendations.	31-Oct-2023	<div><div></div></div> 100%	All work to progress compliance with the new national guidance has been progressed and completed. New local guidance will be issued in May 2023.	Child Protection Advisor

Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
	CHS.SIP.22.02.10	Roll out the Safe and Together model across Children's Services Social Work and embed the Safe and Together principles in practice	Reduce risk of significant harm to children affected by domestic abuse. Children and adult survivors of domestic abuse will feel safer. Children and adult survivors of domestic abuse will recover from the impact of domestic abuse	30-Jun-2023	<div><div>80%</div></div>	Core training has been delivered to 48 Children's Services Social Workers in total across two cohorts in 2022. Two further tranches of four-day core training are planned for 2023. A multi-agency one-day briefing was delivered in December 2022 and a further one-day briefing is being planned for the first half of 2023. Awareness of the course was raised during the '16 days of action', and ilearn continues to be promoted for completion by all Children's Services Social Work staff. However, this has been impacted by current pressures across the teams. A Champions Group is now in place and reflective practice sessions are being offered across Social Work teams.	Social Work Children's Services Manager
	CHS.SIP.22.02.11	Further develop proposals for a bail supervision service within existing resources i.e., funding, staffing, office accommodation, and the capacity of partners to take forward their requirements	The negative impact of remand is reduced, and individuals are supported in the community to achieve good life goals.	31-Mar-2023	<div><div>100%</div></div>	Proposals for developing the bail supervision service have been agreed and implementation will be taken forward in the next twelve months, through action CHS.SIP.23.FAC.04 of the 2023-26 Service Improvement Plan.	Justice Social Work Services Manager
	CHS.SIP.22.02.12	Extend diversionary opportunities, implement Structured Deferred Sentences and electronic monitoring to support bail as part of our range of services to minimise	Vulnerable individuals are supported to address their behaviour and avoid involvement with the justice system. People are supported to remain in their community and the stigma associated with involvement in the	31-Mar-2023	<div><div>30%</div></div>	The service has signed the Police custody information sharing protocol (ISP) in October 2022 and await Police Scotland commencement so that staff have access to the court service database. Diversion is already increasing in numbers and range of interventions. Work will continue to	Justice Social Work Services Manager

Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
		involvement with the justice system	justice system can be reduced.			develop and design early interventions within justice social work, through action CHS.SIP.23.FAC.04 of the 2023-26 Service Improvement Plan.	
	CHS.SIP.22.04.08	Further embed the recommendations of The Promise in service delivery	Care experienced young people have better outcomes and a more positive experience of care; feel listened to and valued; can build and maintain good relationships.	31-Mar-2025	<div><div>35%</div></div>	Activity is underway across several services and in line with The Promise 21-24 Plan. The Promise involves all areas of the council and its partners and reinforces the importance of reflecting this in our strategic planning approach. Renfrewshire's Promise Oversight Board and Four Priority Action Groups, chaired by officers from the Council and Renfrewshire's HSCP and the Scottish Children's Reporter Administration (SCRA), is now meeting to deliver on the 21-24 plan. The Promise features in Children's Services Partnership Plan as a key high-level Aim and in the Council Plan 2022-27. Development of the Renfrewshire Language Policy work was taken forwards and in March 2023 was completed and disseminated accordingly. This document provides guidelines for acceptable and positive language use across the local authority. The Promise Manager and Ambassador are linking with Local Employability Partnerships to ensure our care experienced children and young	Promise Manager



Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
						people can reach positive destinations and are supported through their career journey. Work is also underway on a long-term focus with Community Justice, Scottish Ambulance Service, Police and Fire to allow us to better support our care experienced young people who access these services. There is currently scoping work taking place around this with further activity planned towards the end of 2023. The Promise Keeper network is active and growing across the authority, HSCP and Partners. There are currently 118 Promise Keepers in place from across the local authority, noting the diversity of the network. There is ongoing work to continue to expand the network further.	
	CHS.SIP.22.04.09	Deliver an independent evaluation of Women and Children First Reconnections	Service user voices and experiences of service will inform and improve practice and future service delivery	30-Jun-2023	<div><div>100%</div></div>	The independent researchers have completed the focus groups and direct discussions with service users. The draft evaluation report is complete with a view to the evaluation being finalised before the planned date of June 2023.	Social Work Children's Services Manager

#### Strategic Priority 4: Green




Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
	CHS.SIP.22.03.01	Continue to work with other council services to deliver	Following the Council's declaration of a climate	31-Mar-2026	<div><div>99%</div></div>	The Energy Management Unit confirm that the LED lighting programme is	Education Manager (Resources)

Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
		improvements to the school estate which offer a high degree of environmental sustainability and energy efficiency.	emergency in June 2019, the delivery of this action will make a critical contribution towards Renfrewshire being carbon neutral by 2030.			now complete in the public-private partnership (PPP) estate and that CO2 monitors have also been installed in the PPP estate.	


### Strategic Priority 5: Living our Values

Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
	CHS.SIP.22.04.01	Continue to participate in school, cluster, and regional moderation and pilot engagement with the West Partnership moderation portal.	Staff will be skilled and confident in using a differentiated approach to meet learning needs of children and young people.	30-Jun-2023	<div><div>100%</div></div>	Establishments have been involved in cluster/paired schools moderation activity across this session. The activity was agreed between schools depending on staff need and the journey of the school. Some secondary practitioners (English and Maths) have been involved in the West Partnership moderation event. This included a piece of work on assessment and moderation within the broad general education (BGE) and professional discussion among practitioners.	Education Manager (Curriculum)
	CHS.SIP.22.04.02	Continue to support and strengthen leadership capacity of staff at all levels to support delivery of establishment programmes to promote recovery and accelerated progress	Leadership capacity is enhanced enabling fulfilment of establishment recovery programmes. Distributive leadership is increasingly evident across all establishments. Senior school leaders feel valued and supported to carry out	30-Jun-2023	<div><div>100%</div></div>	In April 2022, the Aspiring Principal Teacher (primary) programme concluded. Participants shared their Professional Enquiry and next steps with their peers. In July, four Masters Level Learning funding applications were approved for courses starting September 2022. A positive response was achieved recruiting for the Improving our Classrooms	Education Manager (Professional Development and Leadership)












Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
			their role with confidence and competence.			Programme, which closed with 17 applications.	
✓	CHS.SIP.22.04.03	Progress work to increase the use of digital technology within learning and teaching and to deliver professional development opportunities to support this.	Children and young people have the appropriate digital skills required by employers and staff are equipped to keep up to date with the pace of change.	30-Jun-2023	<div><div>100%</div></div>	Work with schools applying for the Digital Schools Award Scotland (DSAS) has continued with staff who recently achieved the award, sharing their journey. In addition, the Digital Wellbeing Award session was attended by 8 schools and was rated 5 out of 5. All 8 schools said they intended to register for the award. To date there have been 29 professional learning sessions, with over 300 staff attending and all being rated 4 or more out of 5.	Digital Learning Manager
✓	CHS.SIP.22.04.04	Launch revised Leadership Strategy which promotes distributed leadership at all levels, whilst committing to the ongoing support of those in senior leadership positions.	All staff within our establishments feel confident and supported to take on leadership responsibility at their own level	30-Jun-2023	<div><div>100%</div></div>	A programme of professional learning is in place. Leadership Strategy launched September 2022.	Education Manager (Professional Development and Leadership)
▶	CHS.SIP.22.04.05	Continue to work on making all aspiring leadership courses deliverable internally using the experience and expertise of our own staff.	Delivery of our aspiring leadership programmes becomes fully sustainable	30-Jun-2024	<div><div>75%</div></div>	Dates for all programmes and presenters confirmed. Working groups to continue for duration of this term to finalise all arrangements including appointment of mentors, development of course evaluations and course presentations.	Education Manager (Professional Development and Leadership)
▶	CHS.SIP.22.04.06	Develop a 3-year Quality Improvement Framework (QIF) to promote recovery	Establishments are supported and challenged to recover and improve through continued implementation of	30-Jun-2023	<div><div>90%</div></div>	During March 2023, Heads of Service and link Education Managers visited each secondary school with a focus on raising attainment. A short-life	Education Manager (Quality Improvement and Health & Wellbeing)

Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
		and accelerated progress across education	our robust QIF. Senior leaders are empowered to look outwards and collaborate with peers to inform improvement. Self-evaluation gradings across key quality indicators demonstrate maintenance of ambitious standards or improvement across almost all education establishments.			working group, comprising Head Teachers from all sectors, met twice and a QI plan has been agreed for session 2023/24. A programme of 3-day establishment reviews, focussing on leadership, learning, teaching, and assessment, is currently underway and will continue until June 2023. Baseline data for key quality indicators had been established in June 2022, while stretch aims have been identified to be achieved by June 2023. Three primaries and two secondaries have been inspected by Education Scotland this session; all inspections have been positive.	
	CHS.SIP.22.04.07	Develop a strategy for career-long professional learning (CLPL) for support staff within Children's Services.	The council has a workforce confident and capable of delivering its role.	31-Mar-2024	<div><div>50%</div></div>	Audit is currently being undertaken to benchmark training needs. Once completed a programme of CLPL will be developed and implemented.	Education Manager (Professional Development and Leadership)
	CHS.SIP.22.04.10	Review the management and leadership of social work and identify options for a new service model.	The service can efficiently meet current and future demands.	31-Mar-2023	<div><div>100%</div></div>	All work on the redesign has been taken forward as expected. Consultation on the new model will be carried out in the first quarter of 2023/24.	Head of Childcare and Criminal Justice
	CHS.SIP.22.04.11	Develop tools to improve social work staff's access to key data and insight, providing training and support where required.	Social work staff are confident in their ability to use data to direct resources and support the most vulnerable within our communities.	31-Mar-2023	<div><div>100%</div></div>	Social work data dashboard is ready for implementation. Implementation and staff training and support currently underway.	Quality Assurance & Practice Development Manager









Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
	CHS.SIP.22.04.12	Implement a new Quality Improvement Framework for Children's Services social work	Social work services are child-centred and focussed on the experiences, progress and outcomes in individual children and young people. Policies, procedures, and processes are effective and high quality, and protect children at risk and improve their care experiences.	31-Dec-2022	<div><div>100%</div></div>	Interim QIF commenced November 2022. Working towards full implementation of QIF to coincide with new service re-design February 2024.	Quality Assurance & Practice Development Manager













## Children's Services SIP 2022-25 Financial Year










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

### Strategic Priority 3: Fair










Code	Performance Indicator	Status	Short Term Trend	Long Term Trend	Q3 2022/23		Q4 2022/23		2022/23		Latest Note
					Value	Target	Value	Target	Value	Target	
CHS/LGBF/01	Percentage of Looked After Children cared for in the community				91%	89.9%	90%	89.9%	90%	89.9%	Performance in Q4 has decreased slightly from 91.2% in Q3 to 90%. The majority of all looked after children continue to live in a community setting either with their own family or with an alternative family. A residential house or school can be more suitable for a small number of children and young people based on their needs, but the service will always seek to have a child live in a family setting where appropriate. All looked after and accommodated children are in the setting which has been identified to best meet their needs. Please note, this indicator is also reported

Code	Performance Indicator	Status	Short Term Trend	Long Term Trend	Q3 2022/23		Q4 2022/23		2022/23		Latest Note
					Value	Target	Value	Target	Value	Target	
											annually, and the figure is derived from the Local Government Benchmarking Framework indicator CHN9 'Balance of care for 'looked after children': % of children being looked after in the community'. The last data published for this indicator is for 2020/21. The percentage of looked after children living with families in the community in Renfrewshire in 20/21 was 92.5% and was above the Scotland average of 90%.
CHS/CJ/CPO/02	% of NEW unpaid work orders/requirement complete by the required date				94%	75%	96%	75%	Not measured on an annual target basis		Target has been exceeded in the previous four quarters. Court services recovering and the number of new orders imposed has continued to increase over recent months. The service continues to prioritise workloads and deliver unpaid work activity in accordance with safe working guidelines.
CHS/CJ/CPO/01	The percentage of NEW clients subject to a new supervision order seen by a supervising officer within 1 week				86%	85%	76%	85%	Not measured on an annual target basis		Q4 performance has dipped slightly in comparison to the previous three quarters. Where the social worker recommends a supervision order the detail of the first contact is contained in the criminal justice social work report. This target is dependent on the compliance of the person made the subject of the order attending as directed.
CHS/CJ/CPO/04	Percentage of NEW unpaid work clients seen within 1 working day of the order				59%	70%	65%	70%	Not measured on an annual target basis		Significant recovery has been achieved, exceeding target for Q2 with improvement gains carrying on into Q4. Service users should be seen at court on the day of sentence and directed to an appointment with unpaid work staff, however court staffing levels has been impacted by











Code	Performance Indicator	Status	Short Term Trend	Long Term Trend	Q3 2022/23		Q4 2022/23		2022/23		Latest Note
					Value	Target	Value	Target	Value	Target	
											vacancies which can interrupt this first crucial stage, causing drift. Ongoing recruitment of court staff, and increased access to accommodation for unpaid work staff is improving the situation.
CHS/CJ/CPO/05	Percentage of NEW unpaid work clients receiving an induction within 5 working days of the order				75%	75%	71%	75%	Not measured on an annual target basis		Performance has significantly improved over the course of the year, with Q4 performance only slightly below target. Improvements reflect focussed efforts to prioritise health and safety inductions to ensure that service users are ready for available work placements.
CHS/CJ/CPO/06	Percentage of NEW unpaid work clients beginning work placement within 7 working days of the order				82%	65%	71%	65%	Not measured on an annual target basis		Performance has significantly improved over the most recent three quarters, exceeding target in the previous two quarters. The demand for weekend work placements remains high, and the service continues to adapt in response to this shift. Staff sickness and vacancies continue to impact workforce capacity.
CHS/CPR/01	Percentage of children registered in this period who have previously been on the Child Protection Register				0%	N/A	3%	N/A	5%	N/A	There were 31 new CP registrations between January and March 2023. One child had previously been registered within the last 2 years. Re-registrations are monitored as part of the Renfrewshire Child Protection Committee's performance management to ensure that there have been no inappropriate de-registrations.
CHS/LAC/02	Percentage of accommodated Looked After Children placed with families				88.1%	83%	86.9%	83%	86.9%	83%	The service aims to ensure that accommodated children live in a family setting where this is in their best interest, and this will continue to be the preferred option for most children. There are times when it is more appropriate to support a

Code	Performance Indicator	Status	Short Term Trend	Long Term Trend	Q3 2022/23		Q4 2022/23		2022/23		Latest Note
					Value	Target	Value	Target	Value	Target	
											looked after and accommodated child in a residential children's house or school, or times when a children's hearing considers this necessary.
CHS/LAC/CL/01	Percentage of care leavers participating in employment, training or education				54%	55%	52%	55%	Not measured on an annual target basis		Performance in Q4 has decreased and is slightly below the target of 55%. The figure of 52% reflects that 84 out of 161 care leavers are in employment, education, or training.
CHS/LAC/CL/02	Percentage of care leavers who have had a period of homelessness in the last 6 months				6%	0%	4%	0%	Not measured on an annual target basis		The figure of 4% equates to 7 young people. All individuals were either living with family members/friends or provided with temporary homeless accommodation either in Renfrewshire or in other local authority areas. Throughcare and Housing continue to work together to prevent homelessness and to support young people in sustaining tenancies. Reduced movement of housing stock in housing is resulting in young people remaining in placements longer. Homelessness can be a result of breakdown in other living arrangements whilst waiting on housing offers.
RCPC/01	Number of children on the Child Protection Register at quarter end date				86	N/A	80	N/A	80	N/A	There were 80 children on the Child Protection Register as at the reporting period end date in Q4 of 2022/23, compared to 86 children as at the reporting period end date in Q3. During Q4, there were 31 children newly registered and 37 children de-registered. Trends in child protection activity are monitored by the Renfrewshire Child Protection Committee which receives a report on a range of performance measures.







## Strategic Priority 5: Living our Values


Code	Performance Indicator	Status	Short Term Trend	Long Term Trend	Q3 2022/23		Q4 2022/23		2022/23		Latest Note
					Value	Target	Value	Target	Value	Target	
CHS/CORP/01a	% of Stage 1 complaints responded to within timescales agreed with customers				91%	95%	97%	95%	95.8%	100%	Children's Services received 33 complaints (33 Education), of which 32 were completed within target.
CHS/CORP/01b	% of Stage 2 complaints responded to within timescales agreed with customers				71%	95%	95%	95%	84.8%	95%	Children's Services received 20 complaints (13 Education and 7 Social Work), of which 19 were completed within target (13 Education and 6 Social Work). As at the quarter end date, there are 8 investigations (5 Education and 3 Social Work) still ongoing within timescales that have been excluded from the figures.
CHS/CORP/03	% of FOI requests completed within timescale by Children's Services				84%	100%	68%	100%	82.6%	100%	Children's Services had 72 FOI responses due in this quarter; 62 Education and 10 Social Work. 49 were completed within the required timescale; 39 Education and 10 Social Work. 23 Education FOIs were completed outwith timescales.

## Children's Services SIP 2022-25 Academic Year






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










### Strategic Priority 3: Fair










Code	Performance Indicator	Status	Short Term Trend	Long Term Trend	2021/22		Latest Note
					Value	Target	
CHS/ATT/01a	% of Leavers attaining literacy SCQF Level 4				96%	98%	The percentage of leavers in Renfrewshire achieving literacy and SCQF level 4 or above has remained high over the previous three years. The 2021/22 figure of 96.1% is down on the 2020/21 figure of 97.0% but remains ahead of our virtual comparator, at 95.9%, and the national figure of 94.4%. The 2022/23 data will become available in early-2024 through the SQA Insight website.
CHS/ATT/01b	% of Leavers attaining numeracy SCQF Level 4				93%	94%	The performance of Renfrewshire school leavers in numeracy at SCQF level 4 or above has decreased to 93.3% from the previous years figure of 94.5%. This is




Code	Performance Indicator	Status	Short Term Trend	Long Term Trend	2021/22		Latest Note
					Value	Target	
							slightly ahead of the virtual comparator which is 93.2%, and ahead of the national figure of 91.3%. The 2022/23 data will become available in early-2024 through the SQA Insight website.
CHS/ATT/01c	% of Leavers attaining literacy SCQF Level 5				87%	88%	Attainment of school leavers in literacy at SCQF level 5 or above has decreased to 87.1% from 90.2% in 2020/21. Renfrewshire has consistently been ahead of both the national average (82.0%) and its virtual comparator (85.9%) for the previous 3 years. The 2022/23 data will become available in early-2024 through the SQA Insight website.
CHS/ATT/01d	% of Leavers attaining numeracy SCQF Level 5				77%	77%	The percentage of school leavers achieving SCQF level 5 or above in numeracy has decreased to 76.9% from 80.1% in 2020/21. Renfrewshire remains above the virtual comparator, which fell to 75.2%, and the national figure of 70.7%. The 2022/23 data will become available in early-2024 through the SQA Insight website.
CHS/ATT/08	Average Total Tariff Score of Looked After Children (school leavers)				328	330	The average total tariff of care-experienced school leavers decreased in 2021/22 to 328 from 471 in 2020/21. However, due to the small number of looked after pupils in each leavers cohort there can be considerable variation in the average tariff from year to year. The 2022/23 data will become available in early-2024 through the SQA Insight website.
CHS/ATT/09	Gap between the Average Total Tariff Score of Looked After Children (school leavers) and that of the total Renfrewshire leavers cohort				67%	63%	The percentage gap between the average total tariff between looked after school leavers and the general cohort increased in 2021/22 to 67.3% from 58% in 20/21. The number of looked after pupils in each leaver's cohort is small therefore a high degree of variation is expected in these figures year on year. The






Code	Performance Indicator	Status	Short Term Trend	Long Term Trend	2021/22		Latest Note
					Value	Target	
							2022/23 data will become available in early-2024 through the SQA Insight website.
CHS/ATT/12	Average Complementary Tariff (S4)				311	320	The average complementary tariff score of S4 pupils in Renfrewshire has decreased slightly over the previous 3 years. The 2021/22 figure of 311 is down on the 2019/20 figure of 317 and the 2020/21 figure of 320. Renfrewshire's score remains greater than that of the national average and its virtual comparator. The 2022/23 data will become available later in 2023 through the SQA Insight website.
CHS/ATT/13	Average Complementary Tariff (S5)				604	570	The average complementary tariff score of S5 pupils in Renfrewshire has decreased slightly against the figure from 2020/21. Renfrewshire's score remains above the national average and its virtual comparator. The 2022/23 data will become available later in 2023 through the SQA Insight website.
CHS/ATT/14	Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Literacy between pupils living in 30% Most Deprived areas and those living in 70% Least Deprived Areas (SIMD)				15.4	7	The percentage point gap between the attainment in literacy of pupils living in the most and least deprived areas has increased to 15.4 percentage points, in comparison to the data last reported in 2018/19. In 2019/20 this data was not collected, while the 2020/21 data collection did not include achievement of a level at S3. The 2022/23 data will become available later in 2023 through the SQA Insight website.
CHS/ATT/15	Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Numeracy between pupils living in 30% Most Deprived areas and those living in 70% Least Deprived Areas (SIMD)				13.4	6	The percentage point gap between the attainment in numeracy of pupils living in the most and least deprived areas has increased to 13.4 percentage points, in comparison to the data last reported in 2018/19. In 2019/20 this data was not collected, while the 2020/21 data collection did not include achievement of a level at S3. The 2022/23 data will




Code	Performance Indicator	Status	Short Term Trend	Long Term Trend	2021/22		Latest Note
					Value	Target	
							become available later in 2023 through the SQA Insight website.
CHS/ATT/16	Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Literacy between pupils entitled to Free School Meals and pupils not entitled				21	14	The percentage point gap between the attainment in literacy of pupils based on their entitlement to free school meals was 20.7 percentage points, an increase on the figure of 18 last reported in 2018/19. The figure for 2021/22 included S3 attainment which was not collected in 2020/21. The 2022/23 data will become available later in 2023 through the SQA Insight website.
CHS/ATT/17	Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Numeracy between pupils entitled to Free School Meals and pupils not entitled				17	14	The percentage point gap between the attainment in numeracy of pupils based on their entitlement to free school meals was 17.3 percentage points, an increase on the figure of 14 last reported in 2018/19. The figure for 2021/22 included S3 attainment which was not collected in 2020/21. The 2022/23 data will become available later in 2023 through the SQA Insight website.
CHS/PD/01	% of School leavers in a positive destination				97%	95%	The percentage of 2021/22 leavers entering a positive destination has remained similar to 20/21 figures (96.6 vs 96.5). Renfrewshire is ahead of both the national figure and the virtual comparator in this measure - both comparators have also remained similar to the previous year. The majority of our school leavers went into higher education. The figure this year was 43%, above the national average of 41%. A further 25% of leavers went to further education, with 25% entering employment after a drop to 17% in 19/20. The 2022/23 data will become available in early-2024 through the SQA Insight website.

Code	Performance Indicator	Status	Short Term Trend	Long Term Trend	2021/22		Latest Note
					Value	Target	
CHS/PD/02.	No of foundation apprenticeships accessed by Renfrewshire school pupils				55	45	During 2021/22, 55 young people from Renfrewshire schools began Foundation Apprenticeships. It is intended to grow this number year after year as part of the wider goal of positive post-school destinations for all young people. We are also looking to get our Business Skills up and running due to the excellent partnership and progression opportunities.
CHS/SCH/07	% of children attending school (Primary)				92.6%	95.5%	Renfrewshire primary schools have worked hard to maintain a strong level of attendance despite the impact of Covid-19. National comparator data for attendance is compiled biennially and will next be published in December 2023
CHS/SCH/08	% of children attending school (Secondary)				87.1%	91%	Renfrewshire secondary schools have worked hard to maintain attendance. However, the impact of Covid-19 continues to present significant challenges for some families resulting in pockets of attendance falling. This is a picture which is being replicated across the country. Full National comparator data for attendance is compiled biennially and will next be published in December 2023.

Code	Performance Indicator	Status	Short Term Trend	Long Term Trend	2022/23		Latest Note
					Value	Target	
CHS/SCH/09	% of young people choosing to stay onto S5 (as % of S4 roll at September previous year)				92%	92%	Stay-on rates remain high, and most pupils remain in school until at least S5. Initiatives such as foundation apprenticeships and the provision of vocational education provided by West College Scotland but delivered in-school give pupils a range of options in the senior phase.

Code	Performance Indicator	Status	Short Term Trend	Long Term Trend	2022/23		Latest Note
					Value	Target	
CHS/SCH/10	% of young people choosing to stay onto S6 (as % of S4 roll at September two years before)				66%	70%	Stay on rates for young people choosing to stay on to S6 have fallen below target. Education for the senior phase has a strong focus on personal development and employability skills as well as on academic attainment, and support is offered to ensure positive post-school positive destinations for all.

### Strategic Priority 5: Living our Values

Code	Performance Indicator	Status	Short Term Trend	Long Term Trend	2021/22		Latest Note
					Value	Target	
CHS/SCH/05	Percentage of pupils satisfied with establishments Education Scotland Survey				N/A	100%	Figures for this indicator are taken from pupil responses to surveys sent out by inspectors. Due to the suspension of inspections during the Covid-19 pandemic, we are unable to report on this indicator for the 2021/22 school session. Inspections recommenced in the 2022/23 school session and will be reported in the mid-year progress report.