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Renfrewshire Council

Notice of Meeting and Agenda
Education and Children's Services Policy Board

Date	Time	Venue
Thursday, 24 May 2018	13:00	Council Chambers (Renfrewshire), Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

KENNETH GRAHAM
Head of Corporate Governance

Membership

Mr Iain Keith: Mr Jack Nellaney: Mr Ravinder Singh: Councillor Derek Bibby: Councillor Bill Binks: Councillor Carolann Davidson: Councillor Natalie Don: Councillor Edward Grady: Councillor Neill Graham: Councillor Lisa-Marie Hughes: Councillor Karen Kennedy: Councillor Scott Kerr: Councillor Paul Mack: Councillor John McNaughtan: Councillor Will Mylet: Councillor Iain Nicolson: Councillor Emma Rodden: Councillor John Shaw:

Councillor Jim Paterson (Convener): Provost Lorraine Cameron (Depute Convener):

Further Information

This is a meeting which is open to members of the public.

A copy of the agenda and reports for this meeting will be available for inspection prior to the meeting at the Customer Service Centre, Renfrewshire House, Cotton Street, Paisley and online at www.renfrewshire.cmis.uk.com/renfrewshire/CouncilandBoards.aspx

For further information, please either email democratic-services@renfrewshire.gov.uk or telephone 0141 618 7112.

Members of the Press and Public

Members of the press and public wishing to attend the meeting should report to the customer service centre where they will be met and directed to the meeting.

Items of business

Apologies

Apologies from members.

Declarations of Interest

Members are asked to declare an interest in any item(s) on the agenda and to provide a brief explanation of the nature of the interest.

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BUDGET MONITORING REPORTS

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PERFORMANCE PLANNING

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EDUCATION

Renfrewshire Council

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To: Education and Children's Services Policy Board

On: 24 May 2018

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Report by: Director of Finance and Resources and Director of Children's Services

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Heading: Revenue Budget Monitoring to 2 March 2018

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1.   **Summary**

1.1   Gross expenditure is £536,000 (0.3%) over budget and income is £628,000 (12.9%) greater than anticipated which results in an **underspend position of £92,000** for the services reporting to this Policy Board

          This is summarised over the relevant service in the table below:

Division / Department	Current Reported Position	% variance	Previously Reported Position	% variance
Children's Services	Net underspend £92,000	0.1%	Break even	-

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2.   **Recommendations**

2.1   Members are requested to note the budget position.

2.2   **Budget Adjustments**

          Members are requested to note that since the last report, there have been budget adjustments arising from the teacher's pay award, partly

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offset by budget transfers to the Corporate Landlord for property repairs which has resulted in a net increase in the budget of £1.012m.

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3.   **Children's Services**

       Current position: **Net underspend £92,000**
       Previously reported: *Break even*

3.1   **Additional Support for Learning:**

       Current Position   **Net overspend £286,000**
       Previously reported: *Net overspend £248,000*

       The overspend relates to transport costs and additional support needs assistants.

3.2   **Central Admin:**

       Current Position: **Net overspend £265,000**
       Previously reported: *Net overspend £212,000*

       The overspend mainly relates to additional staffing and admin costs.

3.3   **Pre-Five:**

       Current Position: **Net underspend £63,000**
       Previously reported: *N/A*

       An underspend on payments to other bodies is partly offset by an overspend on staffing costs.

3.4   **Primary Schools:**

       Current Position: **Net underspend £13,000**
       Previously reported: *Break even*

       The underspend relates to teachers' salaries which has been partly offset by an overspend in property costs and supplies.

3.5   **Secondary Schools:**

       Current Position: **Net underspend £25,000**

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Previously reported: *Break even*

An underspend on payments to other bodies is partly offset by overspends in other service areas.

3.6   **Special:**

Current Position	**Net overspend £7,000**
Previously reported:	*Net overspend £10,000*

The underspend relates to teachers' salaries.

3.7   **Psychological Services:**

Current Position	**Net underspend £46,000**
Previously reported:	*Net underspend £46,000*

The underspend relates to teachers' salaries.

3.8   **Childcare Services:**

Current Position	**Net underspend £503,000**
Previously reported:	*Net underspend £424,000*

The underspend position relates to the net effect of underspends in residential schools, special needs and fostering, adoption and kinship, partly offset by overspends in residential accommodation, childcare management and localities.

3.9   **Projected Year End Position**

It is anticipated at this stage that Childrens' Services will achieve a net underspend of £99,000.

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Implications of the Report

1.   **Financial** – Net revenue expenditure will be contained within available resources.

2.   **HR & Organisational Development** – none

3.   **Community/Council Planning** - none

4.   **Legal** – none

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5.   **Property/*Assets*** – none

6.   **Information Technology** - none.

7.   **Equality & Human Rights** - The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. 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** – none

11.   **Privacy Impact** - none

12.   **Cosla Policy Position** - none

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List of Background Papers

        None

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Author: George McLachlan, Extension 6133
                 Lisa Dickie, Extension 7384

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RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2017/2018
1st April 2017 to 02 March 2018

POLICY BOARD : EDUCATION & CHILDREN'S SERVICES

Description	Revised Annual Budget	Revised Period Budget	Actual	Adjustments	Revised Actual	Budget Variance		
(1)	(2)	(3)	(4)	(5)	(6) = (4 + 5)	(7)		
£000's	£000's	£000's	£000's	£000's	£000's	£000's	%	
Employee Costs	119,621	106,751	107,888	(702)	107,186	(435)	-0.4%	overspend
Property Costs	9,482	8,130	8,300	(3)	8,297	(167)	-2.1%	overspend
Supplies & Services	6,513	3,372	3,674	(64)	3,610	(238)	-7.1%	overspend
Contractors and Others	15,527	13,420	12,914	(15)	12,899	521	3.9%	underspend
Transport & Plant Costs	4,556	4,164	4,439	(1)	4,438	(274)	-6.6%	overspend
Administration Costs	10,022	773	836	(12)	824	(51)	-6.6%	overspend
Payments to Other Bodies	25,934	19,997	19,983	(94)	19,889	108	0.5%	underspend
CFCR	0	(1)	0	(1)	(1)	0	0.0%	breakeven
Capital Charges	16,124	3,888	3,888	0	3,888	0	0.0%	breakeven
GROSS EXPENDITURE	**207,779**	**160,494**	**161,922**	**(892)**	**161,030**	**(536)**	**-0.3%**	**overspend**
Income	(5,986)	(4,854)	(5,505)	23	(5,482)	628	12.9%	over-recovery
NET EXPENDITURE	**201,793**	**155,640**	**156,417**	**(869)**	**155,548**	**92**	**0.1%**	**underspend**

	£000's	
Bottom Line Position to 02 March 2018 is an underspend of	92	0.1%
Anticipated Year End Budget Position is an underspend of	99	0.0%

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2017/2018
1st April 2017 to 02 March 2018

POLICY BOARD : EDUCATION & CHILDREN'S SERVICES

Description (1) £000's	Revised Annual Budget (2) £000's	Revised Period Budget (3) £000's	Actual (4) £000's	Adjustments (5) £000's	Revised Actual (6) = (4 + 5) £000's	Budget Variance (7) £000's	%	
Central Administration	11,294	1,256	2,260	(739)	1,521	(265)	-21.1%	overspend
Pre-Five Service	15,178	13,154	13,091	0	13,091	63	0.5%	underspend
Primary Schools	58,266	45,818	45,934	(129)	45,805	13	0.0%	underspend
Secondary Schools	73,577	59,793	59,768	0	59,768	25	0.0%	underspend
Special Schools	6,776	5,971	5,980	(2)	5,978	(7)	-0.1%	overspend
Schools Support Services	0	0	0	0	0	0	0.0%	breakeven
Healthy Lifestyles	6	0	0	0	0	0	0.0%	breakeven
Add Support for Learning (ASL)	7,005	4,287	4,572	1	4,573	(286)	-6.7%	overspend
Facilities Management	400	336	336	0	336	0	0.0%	breakeven
Educational Development	(924)	(795)	(795)	0	(795)	0	0.0%	breakeven
Psychological Services	840	808	762	0	762	46	5.7%	underspend
Childcare	29,375	25,012	24,509	0	24,509	503	2.0%	underspend
NET EXPENDITURE	**201,793**	**155,640**	**156,417**	**(869)**	**155,548**	**92**	**0.1%**	**underspend**

	£000's	
Bottom Line Position to 02 March 2018 is an underspend of	92	0.1%
Anticipated Year End Budget Position is an underspend of	99	0.0%

Renfrewshire Council

To: **EDUCATION & CHILDREN'S SERVICES POLICY BOARD**

On: **24 MAY 2018**

Report by: **Director of Finance and Resources**

Heading: **Capital Budget Monitoring Report**

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1. **Summary**

1.1 Capital expenditure to 2nd March 2018 totals £16.898m compared to anticipated expenditure of £16.952m for this time of year. This results in an under-spend position of £0.054m for those services reporting to this board, and is summarised in the table below:

Division	Current Reported Position	% Variance	Previously Reported Position	% Variance
Children Services	£0.054m u/spend	0% u/spend	£0.035m u/spend	0% u/spend
Total	**£0.054m u/spend**	**0% u/spend**	**£0.035m u/spend**	**0% u/spend**

1.2 The expenditure total of £16.898m represents 73% of the resources available to fund the projects being reported to this board. Appendix 1 provides further information on the budget monitoring position of the projects within the remit of this board.

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2. **Recommendations**

2.1 It is recommended that Members note this report.

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3.   Background

3.1   This report has been prepared by the Director of Finance and Resources.

3.2   This capital budget monitoring report details the performance of the Capital Programme to 2nd March 2018, and is based on the Capital Investment Programme which was approved by members on 23rd February 2017, adjusted for movements since its approval.

4.   Budget Changes

4.1   Since the last report budget changes totalling £2.739m have arisen which reflects the following:-

Budget Reprofiled from 2017/18 to 2018/19 of £3.170m:

- Schools Investment Programme (£0.057m);
- Early Years Programmes (£0.629m);
- Primary Schools Estate Programme, SEMP (£1.298m);
- Other Schools Investment Programmes (£1.186m).

Budget Reprofiled from 2018/19 to 2017/18 (£0.087m):

- Close Support Unit (£0.087m);

Budget Increases totalling £0.344m

- Primary Schools Estate Programme, SEMP (£0.048) reflecting insurance payment for additional costs incurred accelerating the demolition of the former St Fergus Primary;
- Other Schools Investment Programmes (£0.004m) from a contribution from revenue for the St John Ogilvie Extension Project;
- Technology Replacement ICT (£0.292m) reflecting a contribution from revenue.

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Implications of the Report

1.   **Financial** – The programme will be continually monitored, in conjunction with other programmes, to ensure that the available resources are fully utilised and that approved limits are achieved.

2.   **HR & Organisational Development** – none.

3.   **Community Planning –**

   Creating a sustainable Renfrewshire for all to enjoy – Capital investment in new and existing assets will ensure Renfrewshire is more energy efficient.

4.   **Legal** – none.

5.   **Property/Assets** – none.

6.   **Information Technology** – none.

7.   **Equality & Human Rights** – The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. 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.

8.   **Health & Safety** – none.

9.   **Procurement** – none.

10.   **Risk** – none.

11.   **Privacy Impact** – none.

12.   **Cosla Policy Position** – none.

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List of Background Papers

(a). Capital Investment Programme 2017/18 & 2018/19 – Council, 23rd February 2017.

The contact officers within the service are:
- − Geoff Borland, Extension 4786
- − Alison Fraser, Extension 7376
- − George McLachlan, Extension 6133

Author: *Geoff Borland, Principal Accountant, 0141 618 4786, geoffrey.borland@renfrewshire.gov.uk.*

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Education & Children's Services - Appendix 1

RENFREWSHIRE COUNCIL

CAPITAL INVESTMENT STRATEGY - NON-HOUSING SERVICES

BUDGET MONITORING REPORT

BOARD: EDUCATION & CHILDREN'S SERVICES

Project Title	Approved Programme @23/02/17	Current Programme MR 12	Year To Date Budget to 02-Mar-18	Cash Spent to 02-Mar-18	Variance to 02-Mar-18	% Variance	Cash to be Spent by 31-Mar-18	% Cash Spent
EDUCATION & CHILDREN SERVICES								
Schools Investment Programme	0	48	45	48	-3	-7%	0	100%
Early Years Estate Programme	0	44	36	36	0	0%	8	82%
Early Years Expansion Programme	0	1	1	1	0	0%	0	100%
Primary Schools Estate Programme(SEMP)	21,547	19,109	15,150	15,111	39	0%	3,998	79%
Other Schools Investment Programmes	0	1,807	1,550	1,531	19	1%	276	85%
Technology Replacement Strategy ICT	400	692	0	0	0	0%	692	0%
Close Support Unit	500	307	170	171	-1	-1%	136	56%
TOTAL EDUCATION & CHILDREN'S SERVICES BOARD	**22,447**	**23,090**	**16,952**	**16,898**	**54**	**0%**	**6,192**	**73%**

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Renfrewshire Council

To:	**Education and Children's Services Policy Board**
On:	**24 May 2018**

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

Heading:	**Children's Services Service Improvement Plan – Overview of Performance (2017-2020)**

1. Summary

1.1. The purpose of this report is to provide an update on the performance of Children's Services for the 12-month period to 31 March 2018 in relation to the Service Improvement Plan which was approved in June 2017.

1.2. This report provides a summary of performance of Children's Services for the 2017/18 period, with detailed explanation on all relevant actions and performance indicators.

1.3. The Service Improvement Plan sits alongside the Risk Management Plan and the Workforce Plan to form a suite of documents which provide the strategic direction for the service. These plans are aligned to the priorities set out in the Council Plan 2017-2022 and include those areas of the Council Plan for which Children's Services is the lead.

1.4. In June 2017, the service identified key actions it aims to achieve over the next three years, in order to deliver improved outcomes for local people and communities and contribute to the delivery of the Council Plan 2017-22.

1.5. The action plan is the core of the Service Improvement Plan. It sets out the priorities being addressed, the key tasks to be implemented, the implementation time-table and the measures of success. The service scorecard sets out a range of key indicators against which aspects of performance of the service are measured.

1.6. Children's Services have continued to progress an ambitious programme of service development and improvement over 2017/18. The service operates within a dynamic financial, demographic and policy environment, with many new and emerging developments or legislation at a national level having a significant impact at a local level. This is in addition to local factors such as changing population, increasing complexity of care and education needs, ongoing partnership work to tackle poverty, modernisation of the school estate and the focus on educational attainment and achievement.

1.7.   Considering these challenges, the service has reviewed the Service Improvement Plan for the period 2017-2020, and identified a range of actions that will be undertaken by officers in partnership with all stakeholders, to improve and develop service provision.

1.8.   A revised performance scorecard has been developed for the period 2018-2021 as a critical element of the Service Improvement Plan. This includes several specific performance indicators and associated targets which will be used to monitor and track progress. The plan and its scorecard was approved at the previous Education and Children's Services Policy Board in March 2018.

1.9.   The Children's Service management team reviews progress against all performance indicators and service improvement actions on a quarterly basis. Services covered by the service improvement plan fall within the remit of two Policy Boards and each approves those elements of the service improvement plan relevant to each board. Six monthly reports on the service improvement plan are reported to this policy board and to the Communities, Housing and Planning policy board, with the next updates scheduled for November 2018.

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2.   Recommendations

2.1   It is recommended that the Education and Children's Services Policy Board:

- Note the content of the Overview of Performance (2017/18) report;

- Note the progress that has been made on areas of service performance which fall under the remit of this board in 2017/18;

- Note the progress made on actions and performance in the action plan; and

- Note that an outturn report will also be provided to the Communities, Housing and Planning policy board.

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3.   Background

3.1.   Children's Services are responsible for the delivery of social work services to children and families, criminal justice social work, early years, primary and secondary education, and community learning and development. Much of what the service does is statutory; that is, there is a legal requirement for the Council to provide that service.

3.2.   The Service Improvement Plan is one of the ways in which elected members can scrutinise the work of Children's Services, and to consider and decide upon policy options as necessary. Refreshing Service Improvement Plans annually allows each service to consider the context in which they operate and revise plans where appropriate.

3.3.   The Service Improvement Plan also links Community Plan and Council Plan priorities to strategic and operational activity within the service, which supports employees to understand how their role contributes to the Council delivering on its objectives.

3.4. The action plan details the progress of specific areas of work which, during 2017/18, enabled the service to support the Council's priorities and help deliver improved outcomes for Renfrewshire residents.

3.5. The service also measures progress by reporting on performance indicators. The scorecard, included as Appendix 1 provides details of the progress of these indicators throughout 2017/18 against set targets.

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4. Overview of Performance and Key Achievements

4.1. One of the purposes of the Service Improvement Plan is to enable elected members to take stock of what is happening in the service and to consider and develop policy options which reflect changing circumstances both in terms of customer needs and resource availability in the context of the Council's priorities and the need to deliver Best Value.

4.2. Appendix 1 provides an update on the progress made by the service during 2017/18 in terms of implementing the Service Improvement Plan. It includes an update on the Service's action plan and performance scorecard of indicators as at 31 March 2018.

4.3. During 2017/18, key achievements of the service include:

- Increasing the percentage of pupils who have achieved the expected level for their educational stage in all curricular areas. At all stages (S4, S5 and S6), Renfrewshire pupils performed as well or better in all literacy and numeracy measures than the virtual comparator and national average figures;

- The delivery of the Literacy Development Programme in partnership with the University of Strathclyde, the success of which has led to the expanded literacy work of the Attainment Challenge. In addition to this, St Anthony's Primary School in Johnstone was named Literacy School of the Year by the UK Literacy Association;

- The expansion of the Whole Systems approach to youth justice to work with young people up to the age of 21, rather than 18;

- Supporting high numbers of our young people to enter positive destinations and sustained post-school destinations;

- With partners, developing the 'Family Firm' approach to co-ordinating employment opportunities for care experienced young people. The approach brings together corporate partners within the Council as well as from partner agencies to deliver practical employability support and real jobs for some of our most vulnerable young people;

- Embedding the Up2U model for tackling violence in interpersonal relationships. Renfrewshire Council won the 'Research into Practice' category at the 2017 Social Work Scotland awards for Up2U;

- Completing the Young Carers' strategy which was implemented on 1 April 2018. The service has also appointed a dedicated worker for young carers;

- In conjunction with respectme, Scotland's anti-bullying service, training has been provided to staff across Primary, Secondary and Additional Support Needs (ASN) schools;

- The delivery of the School Estate Management Plan is ongoing with projects at Mossvale and St James' Primary Schools, St Fergus' Primary School and Riverbrae School all completed during 2017/18;

4.4. Two actions have revised due dates:

- CHS.SIP.17.06.03 – Contractor delays mean that the completion of two new residential facilities is expected in Autumn 2018 rather than the original date of January 2018.

- CHS.SIP.17.01.05 – Work to extend/ develop approaches to integration across services for children will roll forward into the 2018/19 as part of the wider consideration of options for service redesign.

4.5. The performance scorecard for 2016/17 contains 43 indicators of which 12 are for information only and have no target. Of the indicators with targets 16 are performing strongly, 4 are slightly behind target. Data is not yet available for the remaining 11 annual indicators, which are based on academic years (ending July) rather than financial years (ending March.)

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5. Reporting progress

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

5.2. A review of progress throughout 2018-19 will be brought to this Board in November 2018.

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Implications of this report

1. Financial
The Service Improvement Plan highlights resourcing pressures arising from increasing demand for services and the current financial environment.

2. HR and Organisational Development
None.

3. Community/Council Planning
Priorities identified in the Service Improvement Plan are aligned with Council Plan and Community Plan priorities.

4. Legal
None.

5. Property/Assets
None.

6.   **Information Technology**
      Service developments relating to mobile/remote working and 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 and 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 Risk Register.

11.   **Privacy Impact**
      None.

12.   **Cosla Policy Position**
      None.

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List of Background Papers

None.

The contact officer within the service is Lisa Fingland, Service Planning & Policy Development Manager Tel: 0141 618 6812; e-mail lisa.fingland@renfrewshire.gov.uk

Children's Services Service Improvement Plan Scorecard 2017-2020

Report Type: PIs Report

Generated on: 25 April 2018

PI Status

🔴	Alert
🟡	Warning
🟢	OK
	Unknown
	Data Only

Long Term Trends

⬅️	Improving
▮	No Change
➡️	Getting Worse

Short Term Trends

⬅️	Improving
▮	No Change
➡️	Getting Worse

Objective Council Plan Priority 3: Protecting the Public

| PI Code & Name	Short Term Trend	Long Term Trend	Current Value	Current Target	Latest Note	Status
CHS/CJ/CPO/02 % of NEW unpaid work orders/requirement complete by the required date	⬅️	⬅️	69%	72%	The figure of 69% is slightly below the target of 72% and reflects the ongoing increased workload within the service. There has also been additional demand on the service created by increased numbers of Fiscal Work Orders where individuals are diverted and undertake unpaid work. These were rolled out in 2015 and took time to impact, but the projection for 2017/18 is double the numbers for 2016/17. Staff make every effort to engage with individuals at an early stage and to ensure that they comply with agreed work days and other activity. Where timescales are not going to be met due to acceptable reasons, extensions will be sought from court.	🟢
CHS/CJ/CPO/01 The percentage of NEW clients subject to a new supervision order seen by a supervising officer within 1 week	⬅️	⬅️	74%	92%	Performance in 2017/18 has improved by 7% in comparison to 2016/17. This is due to the introduction of a process where service users are provided with their first appointments within the criminal justice social work report, and this is within 5 working days of the sentencing date. Of those not seen within 5 days, 9% were in custody and as such were unable to attend, whilst a further 40% were due to service user non-compliance. In 12% of cases the sentence had been imposed by an external court and as such first direct contact with the service user was delayed. Further deferments for sentence also impacts upon scheduling.	🔴

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PI Code & Name	Short Term Trend	Long Term Trend	Current Value	Current Target	Latest Note	Status
CHS/CJ/CPO/04 Percentage of NEW unpaid work clients seen within 1 working day of the order	←	←	76%	65%	Performance exceeds target set and reflects a new system and focus on this initial engagement. All attempts are made to engage with those individuals where CJSWRs are undertaken and thus the service is aware of the possibility of an order. Significant numbers of individuals have no assessment prior to their court appearance and are thus unaware of the requirement to report to social work. Also 65% of those who were not seen within 1 day were sentenced at a court other than Paisley Sheriff/Paisley High, thus resulting in delays as our court service cannot attempt to engage with them immediately following sentencing.	🟢
CHS/CJ/CPO/05 Percentage of NEW unpaid work clients receiving an induction within 5 working days of the order	→	←	74%	70%	Increasing numbers of service users receive orders without court reports being undertaken, thus meeting deadlines is dependent upon the timescales of orders from court and the ability to engage with the individual as early as possible. Performance exceeds target set. A new process ensures that new unpaid work service users, that we are aware of, are scheduled to meet their supervising officers within 24 hours of court and receive their initial induction, they then attend for a more in depth health and safety induction within 5 working days of court. 28% of those not meeting the target failed to attend appointments and 34% attended external courts which can delay initial contact and thus appointments being set.	🟢
CHS/CJ/CPO/06 Percentage of NEW unpaid work clients beginning work placement within 7 working days of the order	→	←	53%	50%	Performance exceeds target set. All attempts are made to engage with individuals and ensure that they commence work which is safe for the community, themselves and staff supervising them. A new and more intensive health and safety induction process has been created, which is the first day that the individual is attending work. These occur twice weekly to ensure that service users attend within 7 days. Where orders are imposed without social work reports, and there are delays with information being passed to Renfrewshire, delays can occur in initial contact which then impact upon the range of initial contacts. This is also reliant upon client compliance. Non-compliance related to 47% of non-attendance, and a further 25% have been imposed by external courts, as such there can be a delay in initial contact with the client until notification of the order is received from the external court.	🟢
CHS/CPR/01 Percentage of children registered in this period who have previously been on the Child Protection Register	→	→	23%	n/a	The percentage of children registered during the period of 1 April 2017 to 31 March 2018 who have previously been placed on the Child Protection Register was 23%. This is an increase from 2016/17 when only 12% of children registered had been previously placed on the Child Protection Register. However, the figure for 2017/18 is consistent with previous years with 23% of children previously registered in 15/16 and 24% in 14/15. The low figure for 2016/17 was partially due to a reduction in the number of children registered who had previously been placed on the Child Protection Register but was also due to an increase in the total number of registrations that year. The number of families registered in 2017/18 that contained children who had previously been registered was 19 families compared to 15 families in 2016/17. We will continue to closely monitor re-registrations.	📊

Objective Council Plan Priority 5: Reducing the Level and Impact of Poverty

PI Code & Name	Short Term Trend	Long Term Trend	Current Value	Current Target	Latest Note	Status
CHS/EY/02 % of entitled 2 year olds accessing 600 hours of early learning and childcare	→	←	56%	n/a	This service is offered as part of the early years approach and relies on parental uptake. Our early years establishments continue to promote the service locally and this continues to be an area for improvement.	(icon)
CHS/CLD/01 Number of adults participating in literacy and numeracy classes	→	→	340	450	The literacy programme was rationalised during 2017/18 following a service review and this is reflected in our total number of literacy learners for the year. Future year targets will be reviewed.	(red)
CHS/EY/01 % of 3 and 4 year olds accessing 600 hours of early learning and childcare	←	←	91.2%	n/a	Data indicates 91.2% uptake of entitlement. This figure does not include children who have turned 5 years and are receiving their 600 hours of entitlement. All requests for 600 hours are being delivered.	(icon)

Objective Council Plan Priority 6: Raising Attainment and Closing the Poverty Related Attainment Gap

PI Code & Name	Short Term Trend	Long Term Trend	Current Value	Current Target	Latest Note	Status
CHS/ATT/04 No. of opportunities for young people to achieve through accredited awards	←	←	1,193	1,130	Youth Work activities linked to wider achievement help young people work towards accreditation through Youth Achievement Awards, Saltire Award, JASS Award, John Muir, Go Mountain Bike, Heart Start, and the Duke of Edinburgh Award Programme. Effort is also being made to accredit youth leadership training to SQA recognised awards (e.g. D of E Leaders Programme, Certificate in Participative Democracy). Support given to partners through training and networking to promote wider achievement opportunities.	(green)
CHS/ATT/01a % of Leavers attaining literacy SCQF Level 4	n/a	n/a	n/a	n/a	The percentage of school leavers attaining SCQF level 4 literacy has marginally increased in 2016/17 to 97%. The figure has remained constant over the past 4 years. Renfrewshire is marginally above its virtual comparator in this indicator, which this year was 96%.	n/a
CHS/ATT/01b % of Leavers attaining numeracy SCQF Level 4	n/a	n/a	n/a	n/a	The percentage of school leavers attaining SCQF level 4 numeracy is unchanged since 2015/16 at 92%, however has increased over a 5-year period. Renfrewshire is marginally below its virtual comparator in this indicator, which is 93%.	n/a
CHS/ATT/01c % of Leavers attaining literacy SCQF Level 5	n/a	n/a	n/a	n/a	The percentage of school leavers achieved SCQF level 5 in literacy has increased in 2016/17 to 86%. Over 5 years, Renfrewshire has increased the percentage of pupils achieving literacy at SCQF level 5 by 15 percentage points. This increase has meant that Renfrewshire is now in line with the virtual comparator for this indicator.	n/a

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PI Code & Name	Short Term Trend	Long Term Trend	Current Value	Current Target	Latest Note	Status
CHS/ATT/01d % of Leavers attaining numeracy SCQF Level 5	n/a	n/a	n/a	n/a	The percentage of school leavers achieved SCQF level 5 in numeracy has increased in 2016/17 to 76%. This is an increase of 5 percentage points since 2015/16, and an increase of 15 percentage points over 5 years. Renfrewshire is above the virtual comparator in this indicator, which is 75%.	n/a
CHS/ATT/05 Average total tariff score of all school leavers in Renfrewshire			943	904	The total average total tariff from 2016/17 school leavers has improved on 2015/16 and over a 5-year period. The average total tariff had declined over the previous 3 years, however the 2016/17 figures represents a considerable improvement. The average total tariff in Renfrewshire was higher than the national figure, which was 906, but behind our virtual comparator. Renfrewshire's results in the 2017 exam diet saw levels of National 5 and Higher awards being maintained, with an increase in the number of Advanced Higher awards. Advanced Highers are allocated a very high number of tariff points and therefore having more pupils reaching this level of attainment will have been a key factor in increasing the average total tariff for school leavers.	🟢
CHS/ATT/06 Average total tariff score of pupils living in SIMD 30% most deprived areas			684	673	The total average total tariff for school leavers living in 30% most deprived areas has improved, both compared with 2015/16 leavers and over a 5-year period. This positive trend suggests that although pupils in the most deprived areas do not yet perform as well as those from the least deprived areas, the number and level of qualifications gained by these pupils are consistently increasing. However, within Renfrewshire there has been improvement across all deprivation groups which means that the attainment gap between most and least deprived pupils is unchanged since 2015/16.	🟢
CHS/ATT/07 Percentage gap in average total tariff score of school leavers resident in SIMD 30% most deprived and those from the 70% least SIMD deprived Renfrewshire areas.	n/a	n/a	n/a	n/a	The percentage gap in the average total tariff of school leavers from the 30% most and 70% least deprived areas is unchanged at 37%. Attainment vs Deprivation measures show that within Renfrewshire, school leavers outperform the national average in all deciles except 10. Although the attainment gap is unchanged, the attainment of school leavers in Renfrewshire has increased within all SIMD deciles except for 10. The largest increase in average tariff since 2015/16 is within the middle 40% (SIMD 4-7), which may account for the lack of change within this year's attainment gap.	n/a
CHS/ATT/08 Average Total Tariff Score of Looked After Children (school leavers)	n/a	n/a	n/a	n/a	The average total tariff of LAC leavers has increased this year to 289. This is an improvement since 2015/16 when the average tariff was 237, and an increase over 5 years. Due to the small number of looked after pupils in each leavers cohort there is considerable variation in the average tariff from year to year.	n/a
CHS/ATT/09 Gap between the Average Total Tariff Score of Looked After Children (school leavers) and that of the total Renfrewshire leavers cohort	n/a	n/a	n/a	n/a	The percentage gap in the average total tariff of school leavers between looked after pupils and pupils not looked after has decreased slightly this year to 70%. As both cohorts increased their average tariff in 2016/17 this represents a decrease within the attainment gap.	n/a

PI Code & Name	Short Term Trend	Long Term Trend	Current Value	Current Target	Latest Note	Status
CHS/SCH/07 % of children attending school (Primary)			95.3%	n/a	This is a new PI and relates to academic years. The figure for 2017/18 will be available in July 2018.	
CHS/SCH/08 % of children attending school (Secondary)			90.6%	n/a	This is a new PI and relates to academic years. The figure for 2017/18 will be available in July 2018.	
CHS/SCH/09 % of young people choosing to stay onto S5 after January (as % of S4 roll at September previous year)			86.1%	88%	This is a new PI, and no baseline data was available to assist with target setting. Targets will be reviewed for suitability when more data is available.	
CHS/SCH/10 % of young people choosing to stay onto S6 (as % of S4 roll at September two years before)			65.1%	66%	This is a new PI, and no baseline data was available to assist with target setting. Targets will be reviewed for suitability when more data is available.	

Objective Council Plan Priority 7: Supporting and Sustaining People into Employment

PI Code & Name	Short Term Trend	Long Term Trend	Current Value	Current Target	Latest Note	Status
CHS/LAC/CL/01 Percentage of care leavers participating in employment, training or education			49%	47%	The numbers of care leavers who are in education, employment or training is at 49%, in excess of the target of 47%. This reflects the close working relationship the Throughcare Team has with both Renfrewshire's Employability Team and local education providers.	
CHS/PD/01 % of School leavers in a positive destination			92.8%	95%	**2016/17 academic year results** The most recent leaver destinations data (2016/17) has shown that the percentage of school leavers in Renfrewshire who have gone on to a positive destination has increased slightly. The figure was slightly behind the national average of 93.7%. The service has a number of initiatives and partnerships in place to support young people into education, employment and training.	

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Objective Council Plan Priority 8: Improving Care, Health and Wellbeing

PI Code & Name	Short Term Trend	Long Term Trend	Current Value	Current Target	Latest Note	Status
CHS/LGBF/01 Percentage of Looked After Children cared for in the community	■	■	93%	n/a	The percentage of looked after children cared for in the community has remained stable at 93% in Q4 of 2017/18. Please note, this indicator is also reported annually and the figure for the annual figure is derived from the Local Government Benchmarking Framework indicator CHN9 'Balance of care for 'looked after children': % of children being looked after in the community'. The percentage of looked after children cared for in the community in Renfrewshire in 2016/17 was 94% and above the Scotland average of 90%.	(map icon)
CHS/LAC/01 The percentage of children made subject to a supervision order that were seen by a supervising officer within 15 days	←	←	82%	100%	There were 74 new home supervision requirements during 2017/18 and the first visit was carried out within 15 days for 61 of these cases. Explanations were sought for visits that were carried out late and we will continue to closely monitor this indicator to ensure that late visits are minimised. There will always be an element of client compliance in relation to this indicator.	(red)
CHS/LAC/02 Percentage of accommodated Looked After Children placed with families	→	→	81%	83%	The percentage of children looked after and accommodated with families has decreased from 85% in 2016/17 (as at 31/03/2017) to 81% in 2017/18 (as at 31/03/2018) and is below the target of 83%. This is due to a small number of unaccompanied asylum seeking children being placed in a residential setting. We will always aim to place children within families where it is appropriate to do so.	(green)
CHS/LAC/CL/02 Percentage of care leavers who have had a period of homelessness in the last 6 months	←	←	11%	n/a	The figure of 11% is reflective of 13 young people. Throughcare and Housing continue to work together to reduce homelessness and to support young people in sustaining tenancies.	(map icon)
CHS/SCH/02 Number of days lost per 1,000 Primary School pupils through exclusion	→	→	2.6	2	There were 2.6 days lost per 1,000 primary pupils through exclusion for Q2 (November - January). The full school year (2017/18) data will be available mid-July.	(red)
CHS/SCH/03 Number of days lost per 1,000 Secondary School pupils through exclusion	→	→	23	22	There were 23.0 days lost per 1,000 secondary pupils through exclusion for Q2 (November - January). The full school year (2017/18) data will be available mid-July.	(green)
CHS/YOU/01 Numbers of pupils engaged through the music service	→	←	Data not yet available	1,150	This is an academic PI. The figure for 2017/18 will be available in July 2018.	
CHS/YOU/02 Number of young people taking part in school based projects and	←	←	933	800	Participation was slightly lower in Q4 than at other times of the year but remains well above the target. Recruitment delays and staff absence reduced the capacity to provide these activities in the last quarter.	(green)

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PI Code & Name	Short Term Trend	Long Term Trend	Current Value	Current Target	Latest Note	Status
programmes run by Youth Services						🟢
CHS/YOU/03 Number of young people taking part in youth voice projects and programmes run by Youth Services	←	→	165	160	Regular attendance in Youth Voice programme remains strong and consistent over the period. Snapshots of participation figures show that between 130 and 230 YP take part at any time.	📊
RCPC/01 Number of children on the Child Protection Register at quarter end date	→	→	96	n/a	There were 96 children on the Child Protection Register as at the reporting period end date for 201/18 (as at 31/03/2018), compared to 110 children as at the reporting period end date for 2016/17 (as at 31/03/2017). During 2017/18, there were 135 new registrations and 150 de-registrations.	📊

Objective Council Plan Priority 10: Continuing to be a Well Run Council

PI Code & Name	Short Term Trend	Long Term Trend	Current Value	Current Target	Latest Note	Status
CHS/CLD/02 Percentage of adult education learners satisfied	▮	←	100%	100%	The service collects this information locally from adult learners. All learners providing information reported that they were satisfied with the service they received.	🟢
CHS/LGBF/02 Gross cost of "Children Looked After" in residential based services per child per week	←	→	£4,365.85	n/a	The figure for this indicator is derived from the Local Government Benchmarking Framework indicator CHN8a 'The gross cost of "children looked after" in residential based services per child per week'. The cost of children looked after in residential placements has decreased from £4,415.29 in 2015/16 to £4,365.85 in 2016/17, but was higher than the 2016/17 Scotland average of £3,404.36.	📊
CHS/LGBF/03 Gross cost of "Children Looked After" in community placements per child per week	▮	▮	£444.21	n/a	The figure for this indicator is derived from the Local Government Benchmarking Framework indicator CHN8b 'The gross cost of "children looked after" in a community setting per child per week'. The cost of children looked after in the community has increased from £349.04 in 2015/16 to £444.21 in 2016/17, and was higher than the 2016/17 Scotland average of £312.73.	📊
CHS/LGBF/04 Cost per pupil for primary schools	→	→	£4,407.00	n/a	The figure for this indicator is derived from the Local Government Benchmarking Framework indicator CHN1 'Cost per primary school pupil'. The cost per pupil for primary schools has increased from £4,088 in 2015/16 to £4,407 in 2016/17 and was below the 2016/17 Scotland average of £4,806.	📊
CHS/LGBF/05 Cost per pupil for secondary schools	→	→	£5,844.00	n/a	The figure for this indicator is derived from the Local Government Benchmarking Framework indicator CHN2 'Cost per secondary school pupil'. The cost per pupil for secondary schools has	📊

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PI Code & Name	Short Term Trend	Long Term Trend	Current Value	Current Target	Latest Note	Status
					increased from £5,767 in 2015/16 to £5,844 in 2016/17 and was below the 2016/17 Scotland average of £6,814.	
CHS/SCH/04 Percentage of parents satisfied with establishments Education Scotland Survey	→	→	Data not yet available	100%	This is an academic year PI.Data is provided by Education Scotland and is expected to be available by the end of 2018.	n/a
CHS/SCH/05 Percentage of pupils satisfied with establishments Education Scotland Survey	→	→	Data not yet available	100%	This is an academic year PI.Data is provided by Education Scotland and is expected to be available by the end of 2018.	n/a
CHS/SCH/06 Percentage of adults satisfied with local schools	←	←	Data not yet available	100%	This data is derived from the Scottish Household survey and data. The 2017/18 information will become available in late 2018.	n/a

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Children's Services Service Improvement Plan 2017-2020 Actions

Report Type: Actions Report
Report Author: Alasdair Mann
Generated on: 24 April 2018

Action Status	
☒	Cancelled
🔴	Overdue
◀	Check Progress
🔺	In Progress
🟢	Completed

Rows are sorted by Code, Title
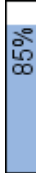
Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
🔺	CHS.SIP.17.01.01	Continue to develop nurturing approaches to promote inclusion across all education establishments.	All our children and young people are receiving the highest standards of teaching and learning, caring, supportive and nurturing learning environments.	31-Mar-2020	60%	Between January and March 2018, the expansion of the Renfrewshire Nurturing Relationships Approach (RNRA) has continued. Thus, 28 establishments are now engaged in developing nurturing relationships. Renfrewshire Educational Psychology Service (REPS) continue to lead and support this initiative with all EPs involved. 8 schools received whole-school training during this period and 12 further establishments will receive training by December 2018. The original 6 pathfinder schools are at the final stage of implementation and will move to a maintenance agenda to ensure sustainability by August 2019. 2 schools continue at readiness development stage. 9 core groups now exist in	**Principal Educational Psychologist**
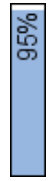
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Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						the participating establishments. Initial data highlights positive progress for pupils engaged in the RNRA in relation to pupil social and emotional wellbeing. Plans for data collection and evaluation are in place but no new data is available at this point. Data collection for the doctoral research evaluation has continued during this period and will be concluded by July 2018. REPS delivered RNRA leadership training for Head and SMT in January and hosted further viewings of the film: "Resilience: the Biology of Stress and the Science of Hope", including Renfrewshire Child Protection Conference in March. This development makes links between RNRA, Adverse Childhood Experiences (ACEs) and trauma. REPS has also delivered seminars and workshops in collaboration with Education Scotland during this period.	
🟢	CHS.SIP.17.01.02	Continue to develop a whole systems approach to supporting our most vulnerable children and families.	All our children and young people are aspiring to achieve their full potential, giving them the basis to achieve their full potential. Most vulnerable young people supported in their involvement with the criminal justice service.	31-Mar-2018	100%	The whole systems approach is now fully embedded and is an integral part of our front-line service delivery. The team will continue to provide support to some of the Service's Highest Tariff young people.	**Head of Child Care and Criminal Justice**
🔺	CHS.SIP.17.01.03	Reinvigorate and refine existing high-quality approaches with partners to ensure we are Getting It Right for Every Child.	As part of a shared approach across the service and with partners, the service is meeting the needs of vulnerable children and young people, facilitating them to reach their full potential.	30-Jun-2019	65%	SEEMIS wellbeing application introduced to all education establishments. Continued focus on improving assessment of wellbeing to secure high quality plans for children who need them. Continuing liaison with partners across agencies to ensure high quality assessment and planning will be tested through case file audit planned for May 2018.	**Head of Early Years and Inclusion**
🔺	CHS.SIP.17.01.04	Encourage and support active collaboration and	Our schools are building stronger links with parents	31-Mar-2020	70%	**Inclusion Support Assistants** Nine Inclusion Support Assistants (ISA) have	**Head of Schools**

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Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
		engagement with parents in supporting their child's learning.	and are effective in supporting parental engagement. Pupil attainment improves.			been recruited and placed in 9 of our Secondary schools. All ISAs are now providing focussed support to a group of at least 10 targeted young people from S1-3 in each school. Almost all young people fall into SIMD 1-3 and have been referred due to concerns related to attendance, behaviour and/or lack of parental engagement. Quantitative and qualitative data is being collected to measure the impact of ISA support, including attendance and exclusion data, strengths and difficulties questionnaires, parental participation figures and case studies. A positive impact is already evident through improving attendance, reducing exclusions and improving parental engagement for the targeted young people with the ultimate aim of improving attainment and achievement. **Pizza Reading** To date we have engaged with 9 Primary Schools to deliver Pizza Family Learning Programmes. 166 families have engaged in the programme and this equates to 333 individual participants. Positive partnership working between Adult Learning & Literacies Service and Primary Schools is established and this continues to contribute to the wider learning framework both in school and in the home. Participating in the Pizza Reading Family Learning Programme builds parental engagement and supports parents to engage with their child's school and education in a positive way. This approach promotes parents as partners in their children's learning and education. Participating in the Pizza Reading Programme has enabled parents to discuss, challenge and support their child's learning in more detail with the school. Parents who have taken part in the programme continue to state that they see a huge difference in the levels of confidence their	

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Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						children are showing at home and in the school. Parents also continue to express that they feel more confident in reading out loud to their children. Parent's confidence has increased and they are now progressing to other learning opportunities within Adult Learning Service. **Parents in Partnership (PIP)** Ten out of the twelve establishment PIP programmes are completed and two will commence around the transition phase. The priority target group for the programme is SIMD 1-3; however, there is a growing realisation that deciles are not always a true indicator of need and current work is focusing on linking the decile information to the greater intelligence we now have around families and the hidden need for support that is not always evident. The programme attendance of parents in each establishment is tracked on a weekly basis and the attendance of pupils in school is tracked at three capture points within the school sessions – September, November and February. This information is currently being consolidated for all establishments who have now completed their programmes for this school year. As well as the quantitative data, establishments have also collected their own qualitative data for the parents who attend their sessions. 110+ families have engaged in the completed programmes to date. Whilst this number remains small the outcomes and the impact for the families is extremely positive and this is supported by their increased confidence and understanding of school. As a result of the still small numbers engaging, and a development from the event to engage key stakeholders, there are four pilot transition programmes	

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						currently underway. These are facilitated in the main by the Transition Teachers within the Learning and Teaching work stream ultimately linking with the PIP Coordinators in the secondary school. Parents in Transition is an integrated approach to improving outcomes, collectively supporting and engaging more vulnerable families at transition. This model will allow for sharing of expertise and key intelligence to support the families through an integrated operating model. Four pilot clusters are currently participating – Linwood HS, St Benedict's HS, Trinity HS and Paisley Grammar. The four Transition Teachers have been engaging with the families of the children they are working with, reaching out using a 'softer approach' to support them through the transition period to secondary school. This work combined with the intelligence from Home Link and the Primary School DHTs should prove to be key to engaging more families earlier and providing them with the support they need. This pilot has been designed as a result of the feedback from PIP programmes, resulting in a collaboration between staff and sectors moving towards a more collective approach to outcomes. The work with the families is ongoing and currently two out of the four workshop sessions for staff across sectors including support staff/stakeholders have been completed. The remaining workshops will be completed by the end of April 2018. The feedback from these sessions will be fully collated and evaluated once the four sessions are complete. It is the intention in the coming year to integrate the data being gathered on attainment within the secondary school and	

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Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						looking at the links between parental engagement/learning and pupil attainment in class. Planning is underway with Community Learning & Development to deliver a Parent Ambassador Programme. This will be a voluntary group who will become the voice of parents and will undergo training to support them in their role including PVG. It is planned to roll out this opportunity to schools in May/June 2018 with training to commence in August 2018 for a group of 12 parents. The role for this group of volunteers will be to provide the link in the community to the school and help teaching /support staff to engage with more families.	
🔺	CHS.SIP.17.01.05	Further extend and develop our approaches to integration across children's services to best support the well-being of our children, staff, parents and carers.	Maximising the value of available resource to ensure improved outcomes for children and young people.	30-Apr-2018 Revised Due Date: 30-Apr-2019	60%	Opportunities are continuing to be explored under wider service redesign. New due date of April 2019.	**Head of Early Years and Inclusion**
🔺	CHS.SIP.17.02.01	Develop and implement a strategic vision for learning and teaching within and across Early, Primary and Secondary sectors.	Improved practitioner confidence in the classroom and therefore improvements in overall attainment and achievement.	31-Aug-2018	85%	**Early Years** A programme of training and development continues to be available to the team of peripatetic early years teachers to support them with teaching approaches in literacy and numeracy in the early years and to enable them to cascade the learning from this to early years' staff. **Primary** Our partnership with University of Strathclyde continues. The Dive into Writing programme has been very successful and a number of classroom assistants have been trained in approaches to support children in literacy and numeracy activities. A programme of training in assessment and moderation has been delivered and feedback from the sessions has been positive, this will continue to support	**Assistant Director (Education)**

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						practitioners in planning for assessment and to raise confidence in teacher judgement regarding pupil's achievement of a level. **Secondary** Subject forums continue to meet at regular intervals to share practice and develop resources to support effective curriculum delivery. Increasingly these forums are making use of online sharing forums which is leading to increased practitioner confidence and skill. National Qualifications continue to be a focus for Secondary schools and input at these forums from SQA representatives has been invaluable. The Development Officers for Numeracy, Literacy and Assessment have attended the subject forums as appropriate and have been able to offer very helpful advice and direction which is supporting learning and teaching in the Broad General Education particularly. Work being done in the Secondary sector around assessment and moderation is at an early stage though some Secondary schools have been involved in cluster moderation activities. Secondary schools are improving their systems in terms of the recording of the wider and personal achievement of young people, and making use of this data to celebrate success.	
▲	CHS.SIP.17.02.02	Develop our approaches to the curriculum in the Broad General Education to meet the needs of all.	Improved pupil engagement leading to improvements in achievement and attainment.	30-Jun-2019	95%	Professional learning in the Renfrewshire Literacy Approach has been delivered in partnership with the University of Strathclyde. Renfrewshire teachers have taken up 2,290 training places across 5 different work-streams (Primary Literacy Coaching Programme, Disciplinary Literacy, Literacy Champions, Dive into Writing and Reader Response) and through the provision of bespoke training opportunities.	Education Manager (Curriculum & Early Years)

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Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						Through co-production between school professionals and university academics, the professional learning has enabled teachers to re-balance the teaching focus of literacy, introduce new pedagogies and more responsive use of resources in the classroom. Professional learning opportunities have been provided to 270 practitioners to further develop understanding of moderation and holistic assessment. This has encouraged practitioners to develop the knowledge and skills to better support moderation within establishments and to use assessments confidently to inform and improve learning and teaching. Primary transition teachers and secondary class teachers are working collaboratively in classrooms to jointly improve the quality of education in learning and teaching. This has enabled practitioners to learn from each other and apply different teaching approaches such as responsive teaching, parallel and team teaching. As a result, practitioners are seeing an impact in pupil inclusion, participation, engagement and well-being.	
🟢	CHS.SIP.17.02.03	Support and strengthen the professional capacity of staff through leadership and professional development.	Staff at all levels recognise their individual responsibility to facilitate improved outcomes for children and young people. Succession planning is embedded in the service's practice. Provide high quality care on a consistent basis to improve the outcomes for children and young people.	31-Mar-2020	100%	• Aspiring HT (Primary & Secondary) training 2017-18 completed and assignments presented; • 1 acting appointment made to Bushes primary from the above; • An assessment centre for participants is planned for 20th April 2018 to provide them with further feedback on their readiness for headship; • Aspiring DHT training (51 staff) completed training March 2018; • Aspiring DHT assignments to be presented on 30th April and 1st May 2018; • Aspiring Primary PT training. 31	**Heads of Service**

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						• participants completed training in January 2018; • Aspiring Secondary PT training. 24 participants completed in January 2018; • Step Back follow up HT Leadership day 3 (Feb 2018); • Planning session for 2018-19 support on 19th April 2018; • Initial 2 Step Back DHT workshops planned for May/June 2018; • Existing HT support: Self-evaluation and Project Management; • A programme of mentoring support for 5 newly appointed HTs complete in March 2018.	
▲	CHS.SIP.17.02.04	Further develop our early years' curriculum to support new legislation and in particular the additional hours being allocated for early learning and childcare.	Improved pupil engagement leading to improvements in achievement and attainment.	31-Mar-2020	50%	Work is underway in terms of planning the expansion of early learning and childcare from 600 hours to 1,140 by 2020. A phased approach is currently being developed. A revised initial plan containing Renfrewshire's expansion proposal was submitted to the Scottish Government in March 2018. Feedback is awaited in relation to the proposal. Governance arrangements remain in place to support the expansion, this includes a steering board, workforce, infrastructure and policy groups. Renfrewshire is also an active member of the West inter-authority partnership group on the expansion of 1,140 hours of early learning and childcare. The focus for this group relates to quality, workforce and delivery models.	Education Manager (Early Years)
▲	CHS.SIP.17.03.01	Broaden our approach to self-evaluation to ensure a consistency of rigour which will support the ongoing cycle of review and improvement planning.	We have a robust Quality Improvement Framework to support and challenge schools, centres and establishments. We have robust systems in place for monitoring and evaluation which is providing clear evidence	30-Jun-2018	90%	A new quality improvement framework has been developed and agreed with Heads of Establishments. The framework is providing a range of quality improvement activities and resources that focus on delivery of Scotland's National Improvement Framework (NIF) priorities. Link Education Managers have undertaken	Education Manager (Planning & Performance)

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Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
			on what works well, and what can be improved further.			three focussed visits to all establishments this academic session. Visits align with the National Improvement Framework and the core Quality Indicators (QIs) used by Education Scotland. The purpose and outcomes of the visits are to: • discuss the school's self-evaluation of the QIs; • support and challenge schools in relation to the QIs and assist them to understand the nature of any attainment gap and plan appropriate next steps to meet the needs of children and young people; • provide constructive feedback on Standard & Quality reports (including school self-evaluation of the QIs) and School Improvement Plans • agree actions and provide support for improvement in these areas; • analyse evidence gathered to identify where things are working well and where further support is required; • disseminate good practice to other schools. Evaluations were completed by the majority of Heads following the 3 visits. All respondents agree or strongly agree that the visits were supportive, challenging and beneficial in helping them to further improve their school and that the programme of visits has given them confidence that the Education Manager can support them to continuously improve the school. A programme of school reviews has been planned to enable a team comprising Education Managers and a Head from another establishment to take a closer look, and provide support, in relation to specific aspects of standards and quality in a selection of schools.	

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						Self-evaluation support materials are currently being collected which will be accessible to all Heads via a central shared drive. Effective systems to share good practice are currently being considered. We are now in a stronger position to evaluate the quality of all of our schools in relation to the focus QIs. This process will ensure consistency and rigour to support the ongoing cycle of self-evaluation and improvement planning.	
	CHS.SIP.17.03.02	Support all establishments in developing effective approaches in the analysis of data to affect improvement in learning and teaching and the quality of care.	Performance information and research is being widely used to inform improvements in quality of teaching and learning and quality of care and therefore enhance outcomes for children and young people.	31-Mar-2020	75%	Throughout the session, establishments have been supported to use data to plan for improvement. Specifically: • Training has been provided for primary head teachers, transition teachers and education development officers to improve data literacy. This training has focused on what information is available to them and practical skills on working with datasets. We have also established a data networking group of secondary practitioners to improve data literacy in this sector; • Authority-wide attainment information has been collated and made available to all authority staff. This information provides a range of summary information and gives staff an understanding of strengths and challenges that all establishments face; • Approximately three-quarters of all primary schools have taken up the offer of one-to one support for data analysis. New tracking systems have been developed for these schools to better track pupil outcomes, and next steps; • Education Managers visited all schools in Term 2 with a focus on Quality Indicator 2.3 Learning, teaching and assessment as part of the Quality Improvement Framework. The purpose of the visit was to	**Education Manager (Planning & Performance)**

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Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						support and challenge schools on their tracking and monitoring systems and their use of data to improve learning and teaching and outcomes for children and young people.	
	CHS.SIP.17.03.03	Further develop reporting of management information to inform policy and practice including meeting the needs of the National Improvement Framework.	Robust information is being reported to relevant stakeholders in line council and service priorities and within the reporting mechanisms of National Improvement	31-Aug-2018	100%	In addition to improving the use of data in and across our schools, a report on attainment was submitted to the Education and Children's Services Policy Board in November 2017 and again in March 2018, which contained a range of management information relating to the broad general education and national qualifications. We now report to the board bi-annually. Furthermore, Education Managers have been supported in the analysis of data concerning their link schools. Through feedback from those who use our data, we continue to develop and improve the quality and frequency of management information across the service and also within schools.	**Education Manager (Planning & Performance)**
	CHS.SIP.17.04.01	Provide high quality education and support to narrow the outcomes gap for children from disadvantaged groups.	We will have disrupted the pattern and relationship between poverty and attainment.	31-Mar-2020	40%	The four Attainment Challenge work-streams (Learning and Teaching, Families and Communities, Leadership and Data Analysis) are delivering a range of interventions and approaches in order to disrupt the pattern and relationship between poverty and attainment. We have developed local outcomes and indicators for each project and continually building an evidence base. These highlight the on-going impact that each work-stream is having in relation to the attainment gap in Renfrewshire. A governance structure is in place which provides strategic direction and support to the Attainment Challenge team. A detailed analysis of the Renfrewshire Attainment Challenge progress can be viewed in the bi-annual report.	**Assistant Director (Education)**
	CHS.SIP.17.04.02	Continue to develop the Senior Phase to ensure appropriate pathways for our young people are	Our secondary schools are offering appropriate opportunities and advice for young people to	31-Mar-2020	25%	Recent attainment visits to all Secondary schools allowed robust discussion to take place regarding appropriate coursing and early tracking and monitoring. Consequently, schools	**Assistant Director (Education)**

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Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
		giving them the best opportunity to achieve qualifications and awards at the highest level.	achieve qualifications at the highest level of which they are capable.			are increasingly becoming more robust in their use of tracking and monitoring systems and tools to ensure that young people are on track and are being appropriately supported and challenged in relation to their studies. Schools are beginning to increase the opportunities for pupils to undertake personal achievement programmes which offer accreditation such as Duke of Edinburgh and John Muir. Consortium arrangements on a locality basis are proving successful and SQA results for pupils undertaking subjects in schools other than their own were generally very positive. More rigorous approaches being taken by schools in terms of expectation and aspiration is beginning to impact on outcomes.	
▲	CHS.SIP.17.04.03	Provide children and young people with opportunities to participate in activities which provide a vehicle for wider achievement.	Children and young people have opportunities to participate and achieve in a wider range of activities.	30-Jun-2018	90%	Youth Services continue to provide targeted youth work programmes in schools and communities based settings in support of the action. (e.g. PSD, Family Learning, Forest Schools, Community Youth Clubs, Holiday Programmes). Youth Work activities linked to wider achievement help young people work towards accreditation through Youth Achievement Awards, Saltire Award, JASS Award, John Muir, Go Mountain Bike, Heart Start, and the Duke of Edinburgh Award Programme. Effort is also being made to accredit youth leadership training to SQA recognised awards (e.g. D of E Leaders Programme, Certificate in Participative Democracy). Support given to partners through training and networking to promote wider achievement opportunities. Youth Voice programme continues to develop a Youth Symposium focussed on 'Mental Health and Young People' and aimed to raise this issue	**Education Manager (Policy and Strategy)**

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						as the key driver for youth voice initiatives within Renfrewshire. The Positive About Youth Awards received its highest ever number of nominations and attendance at its annual event in November. The event which is organised and run by young people for young people celebrates young people's personal achievements in school and the wider community. Youth Services is leading on Year of Young People and promotion of youth empowerment activities across council services and partners in authority. In addition, providing flexible work placements and volunteering opportunities and increasing awareness of wider achievement. Awards are open to all participants and significant support is provided to targeted groups who may experience disadvantage, barriers or access to learning opportunities.	
▲	CHS.SIP.17.05.01	Continue to develop partnership links and collaborative arrangements with the FE sector, employers and commerce in line with the Commission for Developing Scotland's Young Workforce Report.	A range of programmes are being delivered through these partnerships, enabling school leavers to secure a positive post school destination.	31-Mar-2020	35%	A review of school/college partnership provision has been undertaken to ensure that opportunities for young people to follow appropriate courses is maximised. As a result, the number of college courses on offer has increased and more young people are able to be offered these opportunities. Schools are also looking to increase the range of vocational courses which can be undertaken in-house by appropriately trained teachers. After recent discussion with Secondary HTs and senior West College Scotland staff, it was agreed that vocational provision would be offered for S4 pupils as appropriate, starting in session 2019-20. It was also agreed that at least one vocational programme would be delivered by a college lecturer in a school setting on a trial basis. Course to be confirmed.	Head of Schools

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						This will take place in session 2018-19. Schools are also increasingly being supported to build links with local businesses as potential employers. The S2 taster sessions were very positively evaluated by the young people who participated and a significant number of them indicated that they were likely to continue into S3 and beyond. There has been an increased focus this session on how schools are supporting individual pupils at risk of not moving into positive destinations and the impact of this will be closely monitored.	
	CHS.SIP.17.05.02	Further develop the curriculum to maximise school leavers' skills to meet the needs of employers.	Young people will be ready to make an impact in the workplace.	31-Mar-2020	35%	The vocational programme, in partnership with West College Scotland, continues to be very successful with the vast majority of young people still engaged with very few dropping out of courses. The Skills for Learning, Life and Work Development Officer has attended a number of PT subject forums in recent months to heighten awareness of vocational courses relating to the relevant subject areas. A Senior Phase Vocational Programme information evening was held at the college earlier this session with 50 young people and their parents/carers in attendance. There has been effective engagement with Kibbleworks/The Experience with 30 young people taking part in flexible work placements in Customer Service, Kart Mechanics, Hospitality, Painting/Decorating and Horticulture. This programme was targeted at S4 leavers and some pupils categorised as "school refusers" sustained placements for the full year. A winter leaver information event was held at	**Assistant Director (Education)**

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						St Mirren's Stadium in November 2017. All schools attended and received information from colleges, employers, training providers and SDS. A working group has been established to review provision for looked after/looked after and accommodated children (LAC/LAAC) with a focus on identifying gaps in provision and how these young people cab be best supported. It includes representation from Children's Services, Economic Development, Social Work, SDS, UWS and Engage Renfrewshire. Young people from Mary Russell School participated in a very positive work placement programme with Engage Renfrewshire. 50 young people have taken part to date and this programme will be expanded. The Prince's Trust Achieve Programme has also delivered very positive experiences for this group of young people across Renfrewshire schools. Schools continue to be proactive around raising awareness of, and embedding, the Career Education Standard. Monitoring of user activity of the website www.renfrewshiredyw.com suggests that teachers are increasingly making use of it.	
	CHS.SIP.17.05.03	Continue to support targeted young people (e.g. looked after and young people with additional support needs (ASN)) to secure a sustainable destination that meets their needs.	Young people from specified targeted groups are consistently progressing to positive and sustained destinations.	31-Mar-2020	30%	The Family Firm has been identified by our looked after young people as an approach they would wish to see developed to assist in securing positive destinations. This is being developed and a short-term post has been established to develop the pathways and information for partners to ensure sustainability. The development of Family Firm continues and the work is showing positive impact for a number of our young people. We are currently seeking funding support from Life Changes Trust to enable further progression of the approach. We have identified mentoring as a	**Head of Child Care and Criminal Justice**

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Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
⟩						key support for our young people and are actively exploring opportunities to deliver this.	
⟩	CHS.SIP.17.06.01	Work with partners to develop Community Justice Local Outcomes Improvement Plan.	Protecting the community, justice for victims, making communities feel safer and working with those with convictions to reduce the risk of reoffending.	31-Mar-2018	100%	Consultation has taken place with stakeholders and the community on the 2018-21 plan and it has now been published on the community justice page of the council website.	Criminal Justice Services Manager
⟩	CHS.SIP.17.06.02	Work with partners to ensure the Carers Strategy reflects the needs of local young carers.	More young people supported in their caring role and able to access a break.	31-Mar-2018	100%	Strategy completed and approved by the Education and Children's Services Policy Board. Strategy now operational. New Young Carer Resource Worker in post and service delivery commenced.	Integrated Children's Services Officer
▲	CHS.SIP.17.06.03	Continue to develop residential provision in childcare.	Young people are able to access levels of support they require from in-house services.	31-Mar-2018 Revised Due Date: 30-Nov-2018	25%	30th November 2018 has been agreed as the revised due date. The contractor experienced delays in securing the necessary building warrants and work did not commence until mid-January 2018.	Children's Services Manager
▲	CHS.SIP.17.06.04	Develop an approach to supporting children and families affected by domestic violence informed by a strength based model of intervention.	Children experiencing domestic violence are supported to be safe.	31-Mar-2020	25%	We continue to embed the Safe and Together model of practice and social work, health and police managers will attend training specifically designed for child protection supervisors in May 2018.	Head of Child Care and Criminal Justice
⟩	CHS.SIP.17.06.05	Develop new Children's Services Partnership Plan.	Children and young people in Renfrewshire are safe and supported to achieve improved outcomes.	31-Mar-2018	100%	Plan completed. Agreed by Renfrewshire Children's Services Partnership group. Publication pending approval of Education and Children's Services Policy Board on 24th May 2018.	Integrated Children's Services Officer
▲	CHS.SIP.17.06.06	Implement recommendations flowing from the national reviews of child protection and the care system.	Child protection practice is further enhanced and strengthened in line with recommendations.	31-Mar-2019	40%	Updates on the work of the national Child Protection Improvement Programme is reported to Renfrewshire Child Protection Committee and the Chief Officers Group. We will continue to progress any recommendations as they emerge. Progress reflects the long-term nature of this action.	Head of Child Care and Criminal Justice
▲	CHS.SIP.17.07.01	Manage and deliver the modernisation of the	The school estate meets the needs of all of our	31-Mar-2020	00%	The delivery of the School Estate Management Plan is ongoing:	Education Manager

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
		school and early years' estate to improve the environment that supports learning and teaching for children and young people.	children and young people.			• The Council received confirmation that its construction partner Heron Bros would complete phase 1 of Bargarran Primary School and St John Bosco Primary School and Early Learning and Childcare Class ahead of programme and that the move to the new building would be conducted during the Spring break in April 2018 as opposed to Summer 2018. Exceptional closure of the schools has been agreed with Scottish Government and pupils are scheduled to return to the new building on 20th April 2018. This early handover allows for an acceleration of the externals phase of the project with an overall completion date of October 2018 envisaged; • The construction phase for the new St Paul's Primary School and Foxlea Early Learning and Childcare Centre is ongoing with the project on programme for completion in June 2018; • Works commenced on the first phase of the St Anthony's Primary School refurbishment in March 2018. The project remains on schedule; • The design for the new Spateston Early Learning and Childcare Centre is now complete, subject to cost certainty for the external landscape package being received. A programme review has also been conducted and contract approval will now be sought in November 2018 as opposed to the original date of September 2018. These changes have affected the construction programme and a revised completion date of October 2019 is now envisaged; and • The expansion of early years' provision necessitates a review of existing accommodation and consideration of new buildings to provide the additional spaces required. A feasibility study continues to be undertaken to establish the infrastructure adaptations required to deliver 1,140 hours	(Resources)

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Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						of early learning and childcare.	
●	CHS.SIP.17.07.02	Ensure there is an appropriate level of staffing to deliver on the requirements of emerging policy developments relating to for example the Attainment Challenge, Pupil Equity Fund, and increasing early years' provisions.	High quality workforce in place to deliver agreed levels of service.	31-Mar-2020	100%	Staffing levels across Children's Services are regularly monitored at regular management meetings. Staffing in schools remains challenging in relation to the availability of suitably qualified teachers. An extensive recruitment exercise has been undertaken in order to secure teachers to permanent contracts wherever possible and considerable progress has been made. Vacancies continue to be monitored on an ongoing basis. A highly successful recruitment process for head teachers is ensuring vacancies are filled quickly. Recruitment exercises have resulted in a substantial number of permanent appointments in the primary, secondary and special school sectors particularly.	**Heads of Service**

Renfrewshire Council

To:	**Education and Children's Services Policy Board**
On:	**24 May 2018**

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

Heading:	**Children's Services Partnership Plan 2018 - 2021**

1. Summary

1.1. The Children and Young People (Scotland) Act 2014 received Royal Assent on 27th March 2014. Part 3 of the Act places a joint duty on local authorities and health boards to produce three yearly Children's Services Plans. The first plan was required to commence on 1st April 2017.

1.2. Statutory Guidance on Children's Services Planning was published in December 2016. The Guidance sets out a number of new requirements for the process local authorities and health boards must follow in developing, implementing and reviewing their new children's services plans. The Guidance encourages innovative presentation formats and emphasises the importance of consultation with children and young people, in developing the plan.

1.3. The new Children's Services Plan requirements coincided with the return of our children's wellbeing data in February 2017. The data was fundamental to the strategic needs analysis required of a robust children's services plan. We wanted to take the opportunity to fully analyse the data in concert with our planning partners and to share the data with our children and young people before we produced our new children's services plan. The Renfrewshire Children's Services Partnership agreed to produce an interim plan to cover the period 2017-18. The plan was approved by the Board on 1 June 2017.

1.4. A new, three year Children's Services Partnership Plan for 2018-2021 has been produced in collaboration with children and young people, Council colleagues, statutory partners and third sector organisations. The Plan is informed by extensive consultation with children and young people. Following their feedback, we have taken the approach of producing a 'Plan on a Page'. The one page format conveys all of the essential, high level information required of a plan in a manner which is accessible to children and young people.

1.5.   Our 'Plan on a Page' includes multi-media functions which present short video clips of council officers explaining the purpose of the plan as well as links to websites of relevance to local children and young people.

1.6.   The new approach is innovative and is inspired by the Scottish Year of the Young Person. The attractive and accessible format of the plan helps Renfrewshire to deliver on its aspiration of being a 'child friendly' council.

1.7.   The 'Plan on a Page' will be informed by detailed action plans which are currently being developed by the Renfrewshire Children's Services Partnership. Development of the action plans are being timed to allow their alignment with new national inspection and reporting requirements which will be published imminently.

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2.   Recommendations

The Board is asked to:

2.1.   Approve the attached Children's Services Partnership 'Plan on a Page' including the interactive multi-media resources.

2.2.   Note the ongoing development of detailed actions plans to support delivery of the priorities detailed in the Plan. The action plans will be finalised when the new inspection framework and requirements of the new national minimum dataset are confirmed by the Scottish Government. These are anticipated early in the summer.

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3.   Background

3.1.   Renfrewshire's approach to the design, delivery and evaluation of children's services is robust and underpinned by the views and needs of our children and young people. We are committed to involving children and young people in the design of services and in giving them opportunities for meaningful participation for and dialogue with community planning partners and elected members.

3.2.   In 2016/17 we became the first local authority to repeat the collection of wellbeing data about our children and young people. Over 10,000 children and young people participated and provided us with valuable information about their key developmental outcomes and the risks and protective factors in their lives.   The survey data also allowed us to evaluate the impact of our previous children's services plan and to identify new priorities for the planning period 2018-21.

3.3.   During 2017, we shared the wellbeing data with a wide range of stakeholders in the statutory and voluntary sectors, as well as with many groups of children and young people. Their feedback highlighted three clear priorities for action:

- Improving adolescent mental health and wellbeing;
- Increasing physical activity for all children and young people; and

- Promoting positive adolescent relationships.

3.4. We also consulted extensively with children and young people about what they wanted from our new Children's Services Plan. Their feedback was clear – they wanted a plan which they could easily read and understand and which explained what the Council and its partners would do to improve their lives. Many young people told us that they had never before read a children's services plan because they found it too long and felt it was aimed at professionals.

3.5. Mindful that this is the Scottish Year of the Young Person and also of Renfrewshire's aspiration to be a 'child friendly' council, we decided to develop a new, innovative plan which was attractive and accessible to our children and young people. The 'Plan on a Page' sets out in an eye-catching and colourful format the high level priorities of the Children's Services Partnership and highlights the outcomes we are all working to achieve.

3.6. The Plan also uses interactive, multi-media content to engage and inform children and young people. The Plan includes QR codes which enable smart phone users to access short video clips of the Director of Children's Services and other key staff explaining the purpose of the plan and providing other relevant details about local services and the delivery of the priorities. The Plan also includes links to useful websites such as the 'No Worries' site, Renfrewshire Youth Services and the Scottish Commissioner for Children and Young People.

3.7. The plan incorporates the winning drawings from an art competition in which local primary school children were asked to draw pictures of what they liked best about growing up in Renfrewshire. The winning drawings were chosen by our Champions' Board.

3.8. The plan is designed to be visually attractive and engaging and to provide the essential information about the Partnership's vision and priorities in a way which is meaningful to its principal audience – children and young people. The plan is underpinned by detailed action plans which set out how our partners will deliver the plan and how progress will be measured.

3.9. The actions will be aligned to the Community Plan, the Children's Services Improvement Plan, the Education Improvement Plan, the Attainment Challenge Plan and the National Improvement Framework. Alignment of actions across the spectrum of children's services will harness partners' activities to shared objectives and strengthen delivery of improved outcomes.

3.10 Finalisation of the action plan is being timed to enable us to reflect imminent changes to statutory inspection requirements. We are currently awaiting recommendations from the national Child Protection Improvement Programme, as well as publication of the new inspection framework. It is anticipated that the Government will confirm new requirements early in the summer and we will ensure that our children's services actions and measurements align with the new national minimum data set and assist our compliance with inspection requirements.

Implications of this report

1. Financial
None.

2. HR and Organisational Development
None.

3. Community/Council Planning

Our Renfrewshire is thriving   -   *Renfrewshire Children's Services Partnership Plan contributes to all of Renfrewshire's community and council objectives.*

The plan aims to ensure that all of our children and young people have the best start in life, are safe and healthy and live in fair, thriving and resilient communities. The plan describes that partners will work together to improve outcomes for all.

4. Legal
None.

5. Property/Assets
None.

6. Information Technology
None.

7. Equality and Human Rights

(a) 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 for example it is for noting only. 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
None.

9. Procurement
None.

10. Risk
None.

11.   Privacy Impact
None.

12.   Cosla Policy Position
None.

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List of Background Papers

(a)   None

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Children's Services
KN/MG
27 April 2018

Author: **Karen Nowland, 0141 618 6835**

Renfrewshire
Council

To:	Education and Children's Services Policy Board

On:	24 May 2018

Report by:	Director of Children's Services

Heading:	Children's Services Annual Health and Safety Report 2017/2018 and Action Plan 2018/2019

1. Summary

1.1. The council's health and safety policy places a responsibility on each service to prepare an annual report evaluating the management of health and safety within the service.

1.2. The Children's Services report for 2017/18 is attached as Appendix 1. This sets out the arrangements for the management of health and safety within the service and demonstrates the service's commitment to continuous improvement in health and safety performances summarising the achievements to March 2018 for Children's Services.

Appendix 2 outlines an action plan for 2018/2019, detailing the actions which the service aims to take to allow Children's Services to consolidate and improve health and safety practice.

1.3. Children's services have a proactive approach to health and safety. This is evidenced by the attainment of accreditation and certification to BS OHSAS 18001:2007 with recommendation that the registration be continued. The standard measures the suitability and effectiveness of the service's occupational health and safety management systems.

2. Recommendations

2.1. The education and children's services policy board is asked to:

i) note the content of the report at Appendix 1; and
ii) approve the health and safety action plan for 2018/2019 at Appendix 2.

3. Background

3.1. Children's Services offer guidance, care and support to children. It ensures the range of needs experienced by vulnerable people, their families and communities are effectively met. This is achieved through close working relationships across other council services, other local authorities, public agencies, users and carers, their representatives and the independent and voluntary sectors.

3.2. The annual report provides information on the implementation of Children's Services health and safety policy and identifies areas for future and continued action. These actions are identified in the health and safety action plan 2018/2019 which is included as Appendix 2 to this report.

3.3. The creation of this annual report has been supported by the corporate health and safety section.

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Implications of this report

1.   Financial
Continuing to improve health and safety performance will reduce accidents / occupational ill health and associated costs.

2.   HR and Organisational Development
This report supports the Council's commitment to the health, safety and welfare of employees and service users.

3.   Community/Council Planning

Our Renfrewshire is safe	-	Protecting and supporting children and young people at risk in a safe environment.
Building strong, safe and resilient communities	-	Improving the physical and emotional wellbeing of service users and employees across the Council through effective health and safety management and practice.
Creating a sustainable Renfrewshire for all to enjoy	-	Recognising that Council employees are its most valuable asset and providing training and support to allow them to develop within the organisation and gain the skills and experience necessary to provide top quality services to service users.
Working together to improve outcomes	-	Facilitating the health, safety and well being of our service users and employees by ensuring appropriate policies and procedures are developed and adhered to and that all legal requirements for health and safety are fulfilled.

4.   Legal
The Council will continue to comply with current health and safety legislation.

5.   Property/Assets
Implementation of the council's health and safety policy will ensure sustainability in service delivery.

6.   Information Technology
The health and safety databases are facilitated through the Council's email server system.

7.   Equality and Human Rights
The recommendations contained within this report have been assessed in relation to their impact on equalities and human rights.   No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only.   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
This policy reflects the commitment of the director, heads of service and managers to ensure that the main priorities for action are achieved within an environment, which is safe and is not harmful to the health of employees, clients and other users.

9.   Procurement
None.

10.   Risk
This report supports the overarching management of risk within the council.

11.   Privacy Impact
None.

12.   Cosla Policy Position
None.

List of Background Papers

(a) Departmental Annual Health & Safety Report 2016/17 and Action Plan 2017/2018 ECPB 1 June 2017

The foregoing background papers will be retained within Children's Services for inspection by the public for the prescribed period of four years from the date of the meeting.

Children's Services
GMcK/LB
11 April 2017

Author: Laura Baillie, Resources Support Manager, 0141 618 7185
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Children's Services

Annual Health and Safety Report

2017/2018

This annual report is prepared by Children's Services in accordance with Renfrewshire Council's Health and Safety Policy and Plan. The purpose of this report is to evaluate the health and safety performance of the service during the year 2017/2018 and set future health and safety objectives.

1. Management of health and safety within the service

1.1 Broad context of health and safety policy

The objective of Children's Services is to ensure that health, safety and well being is an integral part of its business. The service seeks to continually improve its health and safety performance and to further develop the positive response amongst its staff and service users.

2. Organisation of implementing health and safety management

2.1 The senior leadership team (SLT) monitors and reviews all service health and safety issues. It is chaired by the Director of Children's Services with senior representatives across the service. This group considers the formulation and implementation of the service's health and safety policy and plan, determines and prioritises service issues and monitors the health and safety plan.

The Head of Schools or a suitable representative attends the Corporate Health and Safety Committee.

The bi-annual Children's Services Health and Safety Planning Group (CSHSPG) comprises of wide representation across the service and is chaired by the Head of Schools. Progress of the service's health and safety plan is monitored by this group.

The operational responsibility for maintaining and progressing actions within the annual health and safety plan is through the Finance and Resources, HR and Organisational Development, (FACS, H.R. and O.D.) health and safety section and Children's Services Resources Support Manager.

The service's health and safety plan outlines the key objectives and related actions which require attention within the service. This dictates the main health and safety focus of the SLT in order to ensure continuous improvement in health and safety matters.

2.2 Consultation mechanisms

The CSHSPG is chaired by the Head of Schools and both management and trade unions are represented. Consultation takes place at these meetings on the development of any health and safety policies or initiatives being planned across the service.

Health and safety is a standing item on the agendas of team meetings across the service.

Service statistics are provided for accidents and violence and aggression incidents and reviewed/discussed at the CSHSPG.   The group acknowledges that, due to the nature of the service, it would not be possible to stop all violent and aggressive incidents occurring but it is possible to seek to reduce the incidence and severity.

The service cascades relevant information, advice and guidance which is received from the Health and Safety team and other relevant organisations.

Local communications have been produced at a local level, for example within residential units, staff notice boards are used to convey local safety arrangements.

3.   Planning and setting standards

3.1   **Setting of health and safety objectives**

The service's accreditation to BS OHSAS 18001: 2007 measures the suitability and effectiveness of the Service's health and safety management systems. The accreditation process continued on a sampling basis during 2017/18 as part of the overarching Council's BS OHSAS 18001: 2007 assessment plan.

Inspections are carried out in educational, residential and home care services by the Care Inspectorate. Inspections are either announced or unannounced and address national standards which include health and safety arrangements within each of the premises.

Further to this, Scottish Fire and Rescue also undertake inspections within residential units to ensure compliance with the requirements of the Fire Scotland Act 2005. The health and safety section assist on request.

Risk assessments are undertaken by staff within the service with support and advice from the health and safety section where required. Areas covered include moving and handling, violence and aggression, lone working, fire safety, educational excursions, display screen equipment and general office/working environment.

Personal Emergency Evacuation Plans continue to be undertaken by management representatives with guidance from the health and safety section when required.

Use of the General Risk Assessment Database (GRAD) and access to risk assessment templates on RENFO have increased across the service.   This is attributed to by the following:

- Increasing awareness by regularly monitoring the service's related Performance Indicator and related actions within the health and safety plan at the CSHSPG;

- Managers/supervisors undertaking corporate training courses namely general risk assessment and IOSH Supervising/Managing Safely;

- highlighting risk assessments to managers during planned inspections, audits and site visits; and

- providing training/mentoring on GRAD upon request.

Within establishments it is important where risks have been identified, risk assessments are carried out and adequate controls are established. Managers and heads of establishments are required to carry out or arrange for risk assessments to be carried out as and when appropriate.

Generic risk assessments, curricular and non-curricular are available on Renfo. It is the responsibility of the manager / head of each establishment to customise the risk assessments for their own establishment.

Children's Services carry out individual risk assessment for pupils who exhibit challenging behaviour. It is important that members of staff are protected and that specific needs of children are addressed to allow them to access a full curriculum.

Following the implementation of the Noise at Work Regulations 2006, which came into force within the music and entertainment sectors on 6 April 2008, a programme of audiometric testing has been put in place for members of staff who have been identified as being at risk. This testing is conducted by the Council's occupational health service.

3.2   Training

The training undertaken within Children's Services supports the outcomes of the service requirements, individual training needs and the result of risk assessments. To enable this, the service has a dedicated training section which offer bespoke training courses that address the needs of the staff and complement the courses offered corporately. The training section is an accredited provider of SVQ training and within the curriculum there is a requirement to provide adequate health and safety knowledge to enable participants to evidence and practice their acquired knowledge for assessment purposes. This training has been further developed to incorporate Dealing with Violent Incidents, Moving and Handling, Health Emergencies and Infection Control training. Additional training may be outsourced to further education colleges or external agencies as appropriate.

Training needs analysis and individual development plans are also part of the service's processes and this supports the identification of health and safety training needs.

4.   Measuring performance

4.1   Active monitoring

An audit is a systematic examination of the health and safety management systems in place including implementation of policies, procedures, training and safety awareness of staff. An inspection is the physical examination of the workplace including tools and equipment. The service is externally audited in line with the Council's overarching plan to ensure standards meet those required to continue accreditation to BS OHSAS 18001:2007.

The BS OHSAS 18001:2007 audits conducted during 2017-18 focused on the health and safety management system within establishments. Support was provided to establishments in preparation for the audits.

A formal inspection programme for 2017-18 was compiled by the health and safety section for all Council premises. Within children's services, premises are assigned either a high, medium or low risk rating. Residential units were assigned a high risk rating given the vulnerable nature of the clients and the residential setting. There is a constant focus on various aspects of health and safety within residential units.

Inspections were undertaken on a sampling basis and managers/heads are asked to consider sharing findings with all other colleagues.

The service's proactive health and safety performance indicators (PI) are discussed/ monitored at the extended SLT and the CSHSPG.

4.2 Re-active monitoring

4.2.1 The performance of the service is measured internally by recording, collating and reporting the number of accidents/incidents and violent incidents within Children's Services through the Accident and Incident Recording Database (AIRD). This action includes:

- promoting the importance of reporting all incidents, accidents, acts of violence and/or aggression to staff. This allows for the identification of any trends within the service;

- Where appropriate issuing information to all establishments to notify them of any generic health and safety concerns arising from reported incidents. Also allows for accident investigation at line management level;

- highlighting good practice identified and endeavouring to implement this practice across all establishments; and

- ensuring that all relevant health and safety information is disseminated to employees and service users.

4.2.2 A systematic examination of health and safety management information is in place. This includes in depth analysis of accident/incident reports by type of incident, causal factor, trend, and establishment. The monitoring arrangement also includes in-depth analysis of incidents including violence towards staff.

4.2.3 The service will continue to monitor and respond to incidents taking action as appropriate.

5. Review of Health and Safety Management

5.1 Health and safety activities

The service worked in partnership with Finance and Resources and the occupational health service to promote health and well being for staff.

The corporate health and safety section provided support in various areas. Various site visits were undertaken throughout the year. Once results of audits were collated, support and advice was provided to managers.

5.2   Occupational Health

The Service utilises the occupational health service to assist with the managing absence process within the Council. The service recognises that early intervention can support staff return to work, reducing absence levels and the associated costs.

5.3   Facilities Management (Hard)

Facilities Management arrange statutory testing within Council owned properties. Their remit includes managing Legionella checks, periodic testing of electrical hardwiring as well as gas boilers. Repairs are now logged by each unit via the Corporate Asset Management Information System (CAMIS).

5.4   Joint Working with Scottish Fire and Rescue (SFR)

The SFR are responsible for enforcing the Fire (Scotland) Act 2005. Assistance is provided where joint inspections/visits require to be held.

5.5   Training

As well as health and safety training being made available by the health and safety section via the corporate training planner, establishments can request on site training if required. Alternatively some training may be outsourced to further education colleges or external agencies where appropriate.

6.   Future objectives – Health and Safety Plan for 2018/19

The health and safety plan for 2018-19 is attached at Appendix 2 to this report and covers the main objectives set out below.

Audits/Inspections 2018/19

An internal audit plan will be taken forward for the service for 2018-19 by the health and safety team in order to assess the existing health and safety management system (on a sampling basis).

An inspection programme for 2018-19 will be arranged and communicated to relevant establishments on a sampling basis according to the risk rating of premises. Inspections will be undertaken by the health and safety team.

In order to encourage establishments to undertake an annual Workplace Observation Inspection Reports (WOIRs), a service template will be distributed to all establishments and monitored within the health and safety plan to review compliance.

Risk Assessments

Are recorded within the General Risk Assessment Database (GRAD) and also within RENFO, for educational establishments.

<u>Administration of Medicine</u>

Review of current Administration of Medicine Policy will continue to be taken forward to meet the needs of Care Inspectorate guidance.

<u>Technical Department Code of Practice</u>

Review of Code of Practice for Technical Department to taken forward to bring it in line with current teaching practices.

CHILDREN'S SERVICES (EDUCATION)

HEALTH AND SAFETY ACTION PLAN 2017 - 2018

Final Status Report

Children's Services H&S Action Plan 2017 18

Code & Title	Description	Planned Start Date	Due Date	Status Icon	Progress Bar	Completed Date	Latest Note
CSHSAP2017 Children's Services Health and Safety Action Plan 2017 -2018	**OVERALL SUMMARY INDICATOR**	01-Apr-2017	31-Mar-2018	▶	95%	31/03/18	Reviews of Administration of Medicine and Technical Dept Code of Practice require to be carried on into next year's plan.
CSHSAP2017.2 Statutory Compliance	**Summary Indicator - Statutory Compliance**	01-Apr-2017	31-Mar-2018	✔	100%	31/03/18	
CSHSAP2017.2.1 Statutory Compliance - Property	Continue to have maintenance checks and remedial works carried out. Establishments to record requests within electronic CAMIS system where appropriate.	01-Apr-2017	31-Mar-2018	✔	100%	31/03/18	
CSHSAP2017.2.2 Fire Risk Assessment	In accordance with legislation fire risk assessments will be reviewed and revised as necessary to include assessment of PEEP (personal emergency evacuation plans) for staff, clients or frequent users of the service.	01-Apr-2017	31-Mar-2018	✔	100%	31/03/18	
CSHSAP2017.2.3 General Risk Assessment	Monitor risk assessments recorded on GRAD and on RENFO (for educational establishments). Ensure required reviews have been taken forward.	01-Apr-2017	31-Mar-2018	✔	100%	31/03/18	
CSHSAP2017.2.4 Display Screen Assessments	Monitor the implementation and management of display screen equipment self assessments for appropriate employees	01-Apr-2017	31-Mar-2018	✔	100%	31/03/18	
CSHSAP2017.2.5 Manual Handling Activities	Ensure manual handling activities within the service have been identified and suitably risk assessed	01-Apr-2017	31-Mar-2018	✔	100%	31/03/18	
CSHSAP2017.3 Inspection programme	**SUMMARY INDICATOR - INSPECTION PROGAMME**	01-Apr-2017	31-Mar-2018	✔	100%	31/03/18	
CSHSAP2017.3.1 Establishment WOIR Inspections	WOIR inspections in establishments to include education establishments joint inspection with trade union representatives. Ongoing - annual programme in place.	01-Apr-2017	31-Mar-2018	✔	100%	20-Jan-2018	
CSHSAP2017.3.2 Audit of Children's Services establishments by corporate services health and safety	Audit of establishments by corporate services	01-Apr-2017	31-Mar-2018	✔	100%	31/03/18	

team.							
CSHSAP2017.4 Planning and setting standards	**SUMMARY INDICATOR - PLANNING & SETTING STANDARDS**	01-Apr-2017	31-Mar-2018	✅	100%	31/03/18	
CSHSAP2017.4.1 Preparation for BSI	Preparation to achieve accreditation to BSI Occupational Health and Safety Assessment Series (OHSAS) 18001:2007.	01-Apr-2017	31-Mar-2018	✅	100%	31/03/18	
CSHSAP2017.4.2 Analyse accidents and incidents	Quarterly reporting of departmental stats from AIRD system.	01-Apr-2017	31-Mar-2018	✅	100%	31/03/18	
CSHSAP2017.4.3 Analyse violent and aggressive incidents	Quarterly reporting of stats from departmental database. Discuss at Violent Incident Review Group	01-Apr-2017	31-Mar-2018	✅	100%	31/03/18	
CSHSAP2017.4.4 Provide Health and Safety Report to Corporate Health and Safety Committee	Preparation of quarterly report to corporate health and safety committee.	01-Apr-2017	31-Mar-2018	✅	100%	31/03/18	
CSHSAP2017.4.5 Frequency of Children's Services health and safety planning meeting	Quarterly departmental meetings to be held with other sectors and trade unions.	01-Apr-2017	31-Mar-2018	✅	100%	31/03/18	
CSHSAP2017.5 Review of Health and Safety Management	**SUMMARY INDICATOR - COMMUNICATION**	01-Apr-2017	31-Mar-2018	▶	77%		Reviews of Administration of Medicine and Technical Dept Code of Practice require to be carried on into next year's plan.
CSHSAP2017.5.1 Issue policy/guidance to staff on safety / health related matters	Communicate forthcoming external and internal H&S campaigns to the staff and participate where appropriate	01-Apr-2017	31-Mar-2018	✅	100%	31/03/18	
CSHSAP2017.5.2 Review Educational Excursions Policy	Review Standard Circulars 33 & 48 in line with new Scottish Government Guidance "Going Out There"	01-Apr-2017	31-Mar-2018	✅	100%	31/03/18	
CSHSAP2017.5.3 Review of Administration of Medicine Policy	Review policy to meet the needs of Care Inspectorate guidance.	01-Apr-2017	31-Mar-2018	▶	50%		Requires to be carried into next year's plan. Still to be signed off by unions and will also require board approval.
CSHSAP2017.5.4 Review of Technical Department Code of Practice	Review policy to meet the needs of Secondary School Technical Departments	01-Apr-2017	31-Mar-2018	▶	60%		Technical staff are working through updates, once completed it will still require board approval. Requires to be carried into next year's plan for completion.
CSHSAP2017.6 Training	**SUMMARY INDICATOR - TRAINING**	01-Apr-2017	31-Mar-2018	✅	100%	31/03/18	

CHIILDREN'S SERVICES

HEALTH AND SAFETY PLANNING GROUP

(CSHSPG)

ACTION PLAN 2018 - 2019

Children's Services H&S Action Plan 2018 19

Code & Title	Description	Planned Start Date	Due Date	Status Icon	Progress Bar	Completed Date	Latest Note
CSHSAP2017 Children's Services Health and Safety Action Plan 2017 -2018	**OVERALL SUMMARY INDICATOR**	01-Apr-2018	31-Mar-2019	▶	**0%**		
CSHSAP2017.2 Statutory Compliance	**Summary Indicator - Statutory Compliance**	01-Apr-2018	31-Mar-2019	▶	**0%**		
CSHSAP2017.2.1 Statutory Compliance - Property	Continue to have maintenance checks and remedial works carried out. Establishments to record requests within electronic CAMIS system where appropriate.	01-Apr-2018	31-Mar-2019	▶	**0%**		
CSHSAP2017.2.2 Fire Risk Assessment	In accordance with legislation fire risk assessments will be reviewed and revised as necessary to include assessment of PEEP (personal emergency evacuation plans) for staff, clients or frequent users of the service.	01-Apr-2018	31-Mar-2019	▶	**0%**		
CSHSAP2017.2.3 General Risk Assessment	Monitor risk assessments recorded on GRAD and on RENFO (for educational establishments). Ensure required reviews have been taken forward.	01-Apr-2018	31-Mar-2019	▶	**0%**		
CSHSAP2017.2.4 Display Screen Assessments	Monitor the implementation and management of display screen equipment self assessments for appropriate employees	01-Apr-2018	31-Mar-2019	▶	**0%**		
CSHSAP2017.2.5 Manual Handling Activities	Ensure manual handling activities within the service have been identified and suitably risk assessed	01-Apr-2018	31-Mar-2019	▶	**0%**		
CSHSAP2017.3 Inspection programme	**SUMMARY INDICATOR - INSPECTION PROGAMME**	01-Apr-2018	31-Mar-2019	▶	**0%**		
CSHSAP2017.3.1 Establishment WOIR Inspections	WOIR inspections in establishments to include education establishments joint inspection with trade union representatives. Ongoing - annual programme in place.	01-Apr-2018	31-Mar-2019	▶	**0%**		
CSHSAP2017.3.2 Audit of Children's Services establishments by corporate services health and safety team.	Audit of establishments by corporate services	01-Apr-2018	31-Mar-2019	▶	**0%**		

CSHSAP2017.4 Planning and setting standards	**SUMMARY INDICATOR - PLANNING & SETTING STANDARDS**	01-Apr-2018	31-Mar-2019	▶	**0%**		
CSHSAP2017.4.1 Preparation for BSI	Preparation to achieve accreditation to BSI Occupational Health and Safety Assessment Series (OHSAS) 18001:2007.	01-Apr-2018	31-Mar-2019	▶	**0%**		
CSHSAP2017.4.2 Analyse accidents and incidents	Reporting of departmental stats from AIRD system.	01-Apr-2018	31-Mar-2019	▶	**0%**		
CSHSAP2017.4.3 Analyse violent and aggressive incidents	Reporting of stats from departmental database. Discuss at Violent Incident Review Group	01-Apr-2018	31-Mar-2019	▶	**0%**		
CSHSAP2017.4.4 Provide Health and Safety Report to Corporate Health and Safety Committee	Preparation of report to corporate health and safety committee.	01-Apr-2018	31-Mar-2019	▶	**0%**		
CSHSAP2017.4.5 Frequency of Children's Services health and safety planning meeting	Six monthly departmental meetings to be held with other sectors and trade unions.	01-Apr-2018	31-Mar-2019	▶	**0%**		
CSHSAP2017.5 Review of Health and Safety Management	**SUMMARY INDICATOR - COMMUNICATION**	01-Apr-2018	31-Mar-2019	▶	**0%**		
CSHSAP2017.5.1 Issue policy/guidance to staff on safety / health related matters	Communicate forthcoming external and internal H&S campaigns to the staff and participate where appropriate	01-Apr-2018	31-Mar-2019	▶	**0%**		
CSHSAP2017.5.3 Review of Administration of Medicine Policy	Review policy to meet the needs of Care Inspectorate guidance.	01-Apr-2018	31-Mar-2019	▶	**0%**		
CSHSAP2017.5.4 Review of Technical Department Code of Practice	Review policy to meet the needs of Secondary School Technical Departments	01-Apr-2018	31-Mar-2019	▶	**0%**		
CSHSAP2017.6 Training	**SUMMARY INDICATOR - TRAINING**	01-Apr-2018	31-Mar-2019	▶	**0%**		

Renfrewshire Council

To:	**Education and Children's Services Policy Board**
On:	**24 May 2018**

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

Heading:	**Music Tuition Fund**

1. Summary

1.1. The Council set its budget on 2 March 2018 where it allocated £200,000 of revenue resources to support a programme to increase music participation, tuition and free instrument provision across Renfrewshire schools. Council identified that the programme of support should ensure that children from lower income households continue to have access to music tuition. Council decided that a report on the delivery of this programme would be presented to a future meeting of the Education and Children's Services Policy Board.

1.2. This report recommends that the additional funding allocated by Council is used to support the continuation of free music tuition for all children in Renfrewshire, support the continuation of the School Pipe Band, provide a fund to ensure that children from lower income households can have access to a personal instrument and have access to funds to maintain these instruments.

1.3. The fund for providing and maintaining musical instruments will be available to children in receipt of school clothing grants.

2. Recommendations

2.1 The education and children's services policy board notes that the additional funding of £200,000 will be used as follows:

[a] £100,000 to ensure the continuation of free music tuition for pupils in Renfrewshire's schools and provide additional music tuition to schools with high numbers of low income households;

[b] £70,000 to support the continuation and development of the School Pipe Band; and

[c] £30,000 to fund the costs and maintenance of music instruments for children from lower income households.

3. Background

3.1. The Council set its budget on 2 March 2018, allocating £200,000 of revenue resources to support a programme to increase music participation, tuition and free instrument provision across Renfrewshire schools. Council identified that the programme of support should ensure that children from lower income households continue to have access to music tuition.

3.2. Renfrewshire Council is committed to ensuring that children have access to music tuition as part of the school curriculum and that this should be provided free for all children. The additional funding allocated by Council on 2 March 2018 will ensure that no child in Renfrewshire is charged for music tuition as part of their curriculum.

3.3. Over the past few years a School Pipe Band has been developed in Renfrewshire, a partnership between the Pipe Band Trust, Johnstone Pipe Band and Renfrewshire Council's music service. The Pipe Band initiative has been funded through a mixture of external grant funding which is due to expire and funding from the Council. It is proposed that the continuation of the School Pipe Band is funded through the additional revenue allocated by Council on 2 March 2018. The music coordinator is presently working with Johnstone Pipe Band to commission the tuition required for piping and drums.

3.4. Some children in Renfrewshire have not been able to access music tuition in the past due to the cost of purchasing instruments. It is planned that schools with high numbers of low income households be given the opportunity to participate in additional music tuition and that a fund to allow the purchase of personal instruments is made available. In addition, that fund would also be available to allow children from lower income families to maintain their instruments. The maintenance fund could be used for repairs as well as replacement strings etc.

3.5. The fund for providing and maintaining musical instruments will be available to children in receipt of school clothing grants. The school music coordinator will promote the fund in schools so that entitled children are aware of the support available.

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Implications of this report

1. Financial
Cost relating to the proposals in this report will be contained within the £200,000 allocated at Council on 2 March 2018.

2. HR and Organisational Development
None.

3. Community/Council Planning

Our Renfrewshire is thriving	-	Ensuring that children and young people can develop and maintain their talents.
Our Renfrewshire is well	-	Children and young people have access to appropriate activities which promote health and wellbeing.
Tackling inequality, ensuring opportunities for all	-	The music tuition fund will allow children and young people from lower income families access musical instruments, tuition and

support to maintain their
instruments.

4.   Legal
None.

5.   Property/Assets
None.

6.   Information Technology
None.

7.   Equality and 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. Services comply with the Equality Act 2010.

8.   Health and Safety
None

9.   Procurement
None.

10.   Risk
None.

11.   Privacy Impact
None.

12.   Cosla Policy Position
None.

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List of Background Papers
None.

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JT
9 May 2018

Author: John Trainer, Head of Early Years and Inclusion, 0141 618 6860
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Renfrewshire Council

To:	**Education and Children's Services Policy Board**
On:	**24 May 2018**

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

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Heading:	**Braille and sign language training for families of children with visual or auditory impairments**

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## 1.	Summary

1.1.	The Council set its budget on 2 March 2018. As part of the budget, Council allocated £100,000 of revenue resources to support parents and siblings of children with visual or hearing impairments to access training in the use of braille and sign language.

1.2.	Braille is a coding system which uses raised dots to represent letters of the print alphabet meaning that those with a visual impairment and trained in braille can access the written word. Some children with visual impairments are supported to learn to read using braille, however it is unusual for their family members to be trained in the use of braille. The approval of the additional funding approved by Council will allow parents and siblings of children with visual impairments to access support to learn braille.

1.3.	Sign language is a communication system which uses gestures, facial expression, and body language. Sign language is used mainly by people who are deaf or have hearing impairments. However, to increase the ability of hearing impaired children to engage fully in conversations there is a need to support others to learn sign language. The approval of the additional funding will allow parents and siblings of children with access to support to learn sign language.

1.4.	Parents and siblings can access the support by submitting a written request to the Head of Early Years and Inclusion. The new fund will be promoted to parents and siblings of children with visual or hearing impairments.

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## 2.	Recommendations

2.1	The education and children's services policy board notes that parents and siblings of children with visual or hearing impairments can access support to learn braille or sign language by writing to the Head of Early Years and Inclusion.

3. Background

3.1. The Council set its budget on 2 March 2018, allocating £100,000 of revenue resources to support parents and siblings of children with visual or hearing impairments to access training in the use of braille and sign language.

3.2. Braille is a coding system which uses raised dots to represent letters of the print alphabet meaning that those with a visual impairment and trained in braille can access the written word. Some children with visual impairments are supported to learn to read using braille, however it is unusual for their family members to be trained in the use of braille. The approval of the additional funding approved by Council will allow parents and siblings of children with visual impairments to access support to learn braille.

3.3. Many children with visual impairments are now using computer software to access the curriculum through screen readers. Other children continue to access the curriculum via braille transcription. Parents and siblings of children with visual impairments are not routinely offered training in braille. The approval of the additional funding approved by Council will allow parents and siblings of children with visual impairments to access support to learn braille.

3.4. Sign language is a communication system which uses gestures, facial expression, and body language. Sign language is used mainly by people who are deaf or have hearing impairments, however to increase the ability of hearing impaired children to engage fully in conversations there is a need to support others to learn sign language. The approval of the additional funding will allow parents and siblings of children with access to support to learn sign language.

3.5. Parents and siblings of children with visual or hearing impairments can access support by writing to the Head of Early Years and Inclusion outlining their request. Children's Services will assist in directing parents or siblings to an approved agency for the delivery of the training.

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Implications of this report

1. Financial
Cost relating to the proposals in this report will be contained within the £100,000 allocated at Council on 2 March 2018.

2. HR and Organisational Development
None.

3. Community/Council Planning

Our Renfrewshire is thriving	-	Ensuring that children and young people with visual or hearing impairments can develop and maintain their talents and are supported by their parents and siblings.
Our Renfrewshire is well	-	The parents and siblings of children and young people with visual or

hearing impairments are supported to learn braille or sign language. This will assist in building and maintaining healthy family relationships.

4.   Legal
None.

5.   Property/Assets
None.

6.   Information Technology
None.

7.   Equality and 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. Services comply with the Equality Act 2010.

8.   Health and Safety
None

9.   Procurement
None.

10.   Risk
None.

11.   Privacy Impact
None.

12.   Cosla Policy Position
None.

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List of Background Papers
None.

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JT
15 May 2018

Author: John Trainer, Head of Early Years and Inclusion, 0141 618 6860
john.trainer@renfrewshire.gov.uk

To: Education and Children's Services Policy Board

On: 24 May 2018

Report by: Director of Children's Services

Heading: Renfrewshire Attainment Challenge – Highlights and Challenges Report (Q4)

1. Summary

1.1 This board report provides an update on progress with regards to the Renfrewshire Attainment Challenge. The information presented in section 4 of this report has been summarised from the Renfrewshire Highlights and Challenges report (appendix 1) which was submitted to Scottish Government in March 2018.

1.2 Considerable progress has been made over the last year. Work-streams are delivering high quality, evidence based approaches and interventions. This is having a demonstrable impact on children and young people living in poverty and has been recognised by Scottish Government.

2. Recommendations

2.1 To note the progress of the Renfrewshire Attainment Challenge work streams and individual projects detailed in the report.

3. Background

3.1   Information on the specific aims of the four Attainment Challenge work-streams has been detailed in the Education and Children's Services Policy Board submitted in November 2017 (see background paper 1).

3.2   As part of the grant requirements, the authority is required to report to Scottish Government on a quarterly financial basis and bi-annually detailing progress towards the local and national outcomes via a narrative style report.

3.3   During the period, each work-stream has been working to achieve a coordinated and collective approach to delivering their intended outcomes. Key highlights from each work-stream will be summarised below drawing on the National Improvement Framework (NIF) drivers.

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4.   **Progress**

4.1   The National Improvement Framework (2018) is designed to help us deliver the twin aims of excellence and equity in education - ensuring children and young people develop a broad range of skills and capacities, whilst supporting them to thrive, regardless of their social circumstances or additional needs.

4.2   There are six National Improvement Framework (NIF) drivers. These are; school leadership, teacher professionalism, parental engagement, assessment of a child's progress, school improvement and performance information.

4.3   The NIF drivers align with Renfrewshire's Education Improvement Plan (2017) five strategic priorities as well as the Attainment Challenge long term outcomes. Therefore, we are able to report progress using a triangulated method.

4.4   **Teacher Professionalism**

        Professional learning in the Renfrewshire Literacy Approach has been delivered in partnership with the University of Strathclyde.

        Renfrewshire teachers have taken up 2290 training places across 5 different work-streams (Primary Literacy Coaching Programme, Disciplinary Literacy, Literacy Champions, Dive into Writing and Reader Response) and through the provision of bespoke training opportunities.

        Through co-production between school professionals and university academics, the professional learning has enabled teachers to re-

balance the teaching focus of literacy, introduce new pedagogies and more responsive use of resources in the classroom.

4.5 **Assessment of a child's progress**

Professional learning opportunities have been provided to 270 practitioners to further develop understanding of moderation and holistic assessment.

This has encouraged practitioners to develop the knowledge and skills to better support moderation within establishments and to use assessments confidently to inform and improve learning and teaching.

4.6 **School Improvement**

Primary transition teachers and secondary class teachers are working collaboratively in classrooms to jointly improve the quality of education in learning and teaching.

This has enabled practitioners to learn from each other and apply different teaching approaches such as responsive teaching, parallel and team teaching. As a result, practitioners are seeing an impact in pupil inclusion, participation, engagement and well-being.

4.7 **Parental Engagement**

The Pizza Reading programme has worked with 6 schools and 36 families to support the development of early literacy.

Evaluation data from the University of the West of Scotland demonstrates improvements in parental self-confidence, family learning activity specifically related to reading, maths and transitions to secondary school, a reduction in isolation, improved parental understanding of school and parenting relationships.

4.8 **School Leadership**

High quality programmes for current and aspiring leaders have been delivered this year for a total of 150 staff.

As a result, 15 high quality head teachers have been appointed, nine of whom have participated in the Aspiring Head Teacher Programme, funded by the Attainment Challenge.

4.9 **Performance Information**

The data analysis team have worked with individual projects to develop a performance indicator framework.

3

The framework allows the tracking and monitoring of impact for each Attainment Challenge work-stream. The information the authority gathers will provide a full picture of how well we are achieving equity and excellence.

4.10   This report has outlined key highlights of Attainment Challenge progress through NIF driver exemplars. The full report is available in appendix 1.

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Implications of the Report

1.   **Financial** *– implications are outlined in Q4 Highlights and Challenges report (appendix 1).*

2.   **HR & Organisational Development** *– implications are outlined in the Q4 Highlights and Challenges report (see appendix 1)*

3.   **Community Planning –** *implications are outlined in the Q4 Highlights and Challenges report (see appendix 1)*

4.   **Legal** *– none.*

5.   **Property/Assets** *– none.*

6.   **Information Technology** *– none.*

7.   **Equality & Human Rights**

        (a)   The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only.   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.*

4

10.   **Risk** *–The Attainment Challenge is on the Children's Services Risk Register and the Council Strategic Risk Register. There is also a Governance Board which manages risks.*

11.   **Privacy Impact** *– none.*

12.   **Cosla Policy Position** *– not applicable.*

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List of Background Papers

(a)   Background Paper 1 – November Board Report Attainment Challenge

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Renfrewshire Attainment Challenge Highlights and Challenges Report

The following information provides a focussed and evaluative report on the key highlights and challenges of the Renfrewshire Attainment Challenge work-streams. This report also showcases exemplars of evidence for each National Improvement Framework (NIF) driver (full details of the work can be provided).

As part of our improvement framework, the Robert Owen Centre, at the University of Glasgow, facilitated a participatory workshop in December to allow the central team to consider the current strategy and connections between work-streams. Subsequently, further internal discussion took place where examples of collective impact were showcased and a larger event has been organised to continue this dialogue with key stakeholders.   The event will provide further opportunity for work-streams to network and make relevant connections in order to achieve collective impact across the strategy and thus better outcomes for pupils.

Learning and Teaching

Highlights

The Renfrewshire Literacy Approach evaluation report was launched by the Deputy First Minister in January 2018[1].   The New Group Reading Test (NGRT) data from the report shows that children in all SIMD quintiles did significantly better in NGRT B (optional May / June 2017) than in NGRT A (September 2016), making over and above the progress we would expect within a school year (see graph 1).

Graph 1 - Differences between NGRT average SAS by SIMD Quintile

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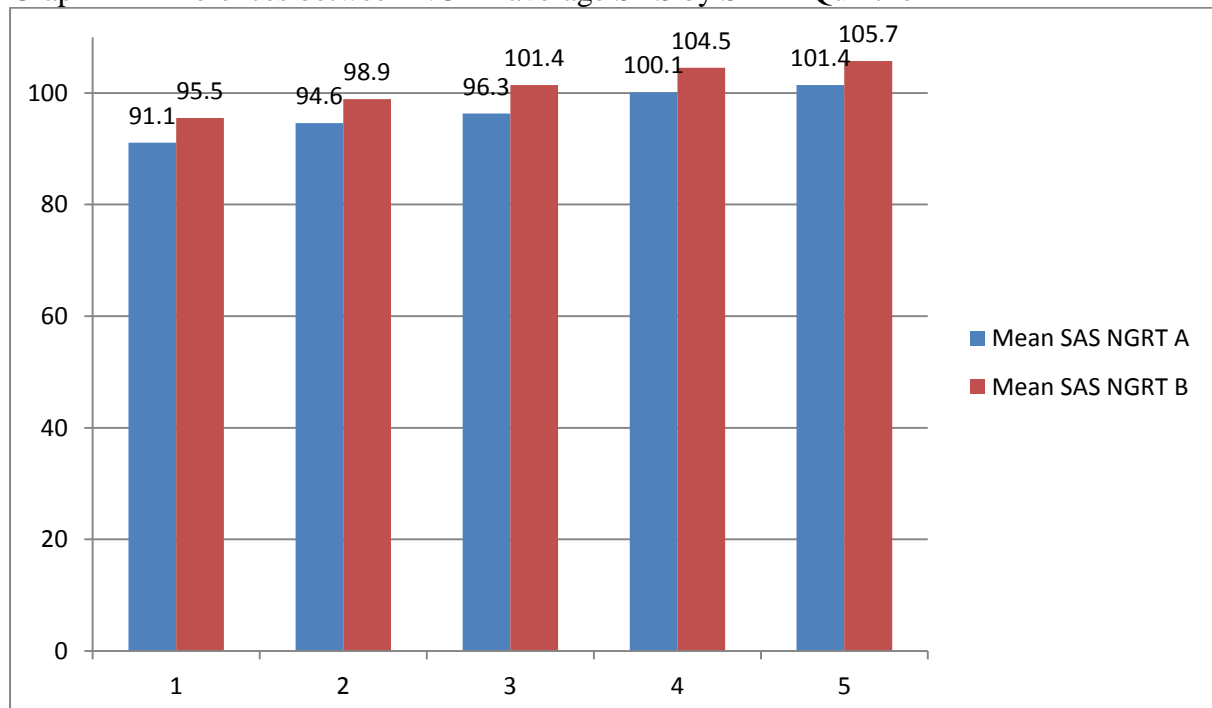
[1]

https://pure.strath.ac.uk/portal/files/72042928/Ellis_etal_2018_Report_on_the_renfrewshire_literarcy_approach_august_2015_july_2017.pdf

NIF Driver: Teacher Professionalism

Professional learning in the Renfrewshire Literacy Approach has been delivered in partnership with the University of Strathclyde.

Renfrewshire teachers have taken up 2290 training places across 5 different work-streams (Primary Literacy Coaching Programme, Disciplinary Literacy, Literacy Champions, Dive into Writing and Reader Response) and through the provision of bespoke training opportunities.

Through co-production between school professionals and university academics, the professional learning has enabled teachers to re-balance the teaching focus of literacy, introduce new pedagogies and more responsive use of resources in the classroom.

28 classroom assistants have embarked on professional development focused on the Renfrewshire Literacy approach which has increased their expertise, knowledge and confidence. Across Renfrewshire, classroom assistants are becoming more flexible in the way they approach their role when working with young people and addressing particular needs when children are learning to read.

200 primary and transition practitioners have been trained in the S.E.A.L. approach. As a result, practitioners are more knowledgeable and confident in developing number sense in pupils. A programme of CLPL has been developed and delivered to support upskilling primary practitioners to enhance their own knowledge and abilities in numeracy and mathematics. As such, teacher confidence in teaching numeracy and mathematical concepts has increased.

Through the attainment challenge, the three-domain model has been adopted in both literacy and numeracy. This ensures consistent models are used across establishments and that there is a shared vision and ownership of approaches at all levels. The model outlines three different, but interconnected, domains of professional knowledge that teachers need. These are the child's: cognitive skills and knowledge, cultural/social capital and funds of knowledge and identity as a learner.

Supporting and improving approaches to assessment to improve attainment in literacy, numeracy and health and wellbeing is a focus of the authorities Attainment Challenge strategy.

NIF Driver: Assessment of a child's progress

Professional learning opportunities have been provided to 270 practitioners to further develop understanding of moderation and holistic assessment.

This has encouraged practitioners to develop the knowledge and skills to better support moderation within establishments and to use assessments confidently to inform and improve learning and teaching.

This year, 75 teachers have been trained in the P1 Pedagogy approach facilitated and evaluated by the University of Strathclyde. Participation in the programme has enabled teachers to evaluate their classrooms and, supported by mentors, implement positive change in their learning environments (see graph 2). Teachers have gained a deeper understanding of the ways in which the setting can support or potentially restrict aspects of learning.

Graph 2: Programme impact on teachers' knowledge of the characteristics of effective learning environments (cohort 1).
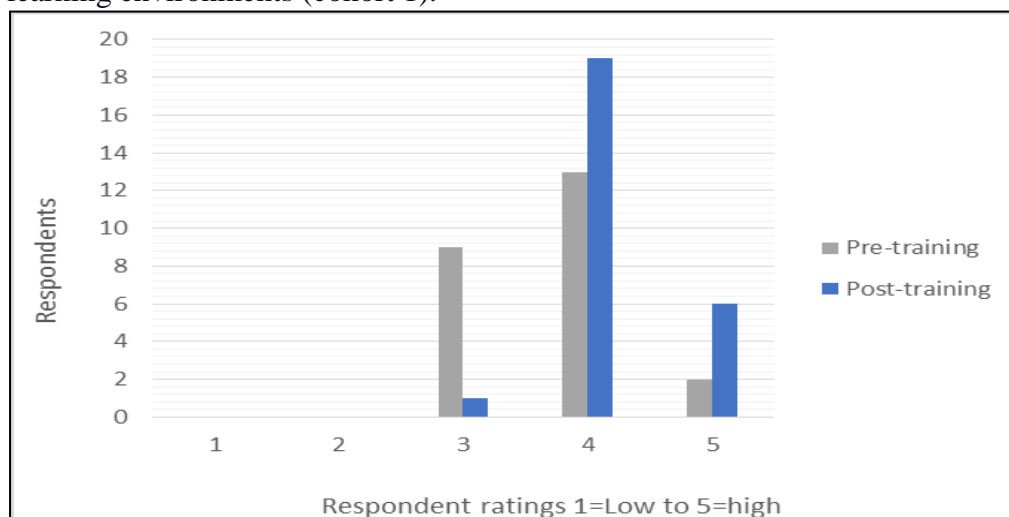
10 transition teachers have been engaging with primary and secondary schools in order to improve P7-S1 transitions. Through using a wellbeing web, transition teachers can now identify areas of strength and development for targeted pupils through learner conversations. While receiving intensive transition support, attainment data is also tracked for each pupil to measure pupil improvements in literacy and numeracy.

Internal evaluation data supports that over 80% of practitioners strongly-agree or agree that transition teacher support has positively impacted on the engagement of targeted learners in learning and teaching. As a result of transition teacher support, 45% of staff can now better identify pupils who have potential barriers to attaining due challenges pupils face outside of the classroom environment.

The development officer has been working in collaboration with Parents in Partnership and Barnardo's to develop pilots which aim to encourage earlier parental engagement in the transition process. The pilot was showcased at the Education Leaders Forum and was positively received. Professional learning has been provided for 240 staff in relation to improve understanding of curricular transitions.

NIF Driver: School Improvement

Primary transition teachers and secondary class teachers are working collaboratively in classrooms to jointly improve the quality of education in learning and teaching.

This has enabled practitioners to learn from each other and apply different teaching approaches such as responsive teaching, parallel and team teaching. As a result, practitioners are seeing an impact in pupil inclusion, participation, engagement and well-being.

Challenges

Staffing issues have made it challenging to recruit and retain our 12 literacy teachers. However, each quartile 1 school now has an additional teacher to support literacy. For 2018-19, we intend to utilise these teachers to increase the pace and breadth of numeracy development as well.

As an authority, we have focused support on literacy to ensure that pupils are ready to access the curriculum and our work in numeracy has progressed at a slightly slower pace. However, our plan for 2018-19 displays a clear commitment to increase the pace of work in numeracy.

Early challenges existed around developing a consistent model for transition teachers. This has now been resolved and all teachers / establishments are adhering to an agreed collective model to support curricular transitions and improve outcomes for pupils. However, there is still scope within the agreed parameters to allow creativity with this approach.

Families and Communities

Highlights

Twenty-seven primary and secondary schools are engaged in the Renfrewshire Nurturing Relationships Approach. Through whole school training methods, all staff in participating schools have an understanding of: attachment theory; the key principles of nurturing practice; and the importance of nurturing relationships in helping all children and young people to learn and develop socially and emotionally. The approach is being evaluated at PhD level with the University of Dundee.

A focus group consisting of head teachers has highlighted the clear impact that Cost of the School Day funding has had on pupils and families. The fund has given pupils access to "cultural capital" and to take part in activities that they may not have been able to by removing financial barriers for pupils and families. It has also supported a pupil from SIMD 1 to gain access to further education in Music at the Royal Conservatoire.

A programme of learning opportunities has been delivered by community learning and development practitioners in partnership with families and schools. This has engaged parents in early literacy and numeracy learning within the home and wider community.

> **NIF Driver: Parental Engagement**
>
> The Pizza Reading programme has worked with 6 schools and 36 families to support the development of early literacy.
>
> Evaluation data from the University of the West of Scotland demonstrates improvements in parental self-confidence, family learning activity specifically related to reading, maths and transitions to secondary school, a reduction in isolation, improved parental understanding of school and parenting relationships.

Base-line Strengths and Difficulties (SDQ) data has been collated for 76 pupils working with inclusion support assistants. Data has been collected from parents, teachers and pupils. The majority of pupils are from SIMD 1 and 2. The pupil self-report data shows that 27% of pupils have either borderline or abnormal difficulties. Intensive support is being provided to address these difficulties which are clear barriers to attendance and therefore attainment. Inclusion support assistants are working in collaboration with transition teachers and Parents in Partnership coordinators to enhance connectivity, share intelligence and therefore reduce duplication for pupils and families.

All eleven secondary schools have implemented Parents in Partnership programmes to improve parental engagement and parent confidence in attending their child's high school events such as parents' evening. Data suggests that parental engagement has a positive impact on pupil attendance (see graph 3). A pilot has been devised which focuses on earlier parental engagement in collaboration with other key Attainment Challenge projects. This is a good practice example of collective impact.

Graph 3: Parents in Partnership Data

School A

	Parent Attendance	P7 Attendance	S1 Sept Attendance	S1 Nov Attendance
Parent A	100%	93%	80%	89%
Parent B	89%	93.35%	86.67%	88.57%
Parent C	89%	97.63%	100.00%	94.29%
Parent D	67%	96.81%	93.33%	79.29%
Parent E	78%	98.04%	100.00%	93.57%
Parent F	100%	100%	100.00%	100.00%
Parent G	67%	100%	93.33%	97.14%
Parent H	22%	79.47%	100.00%	73.57%
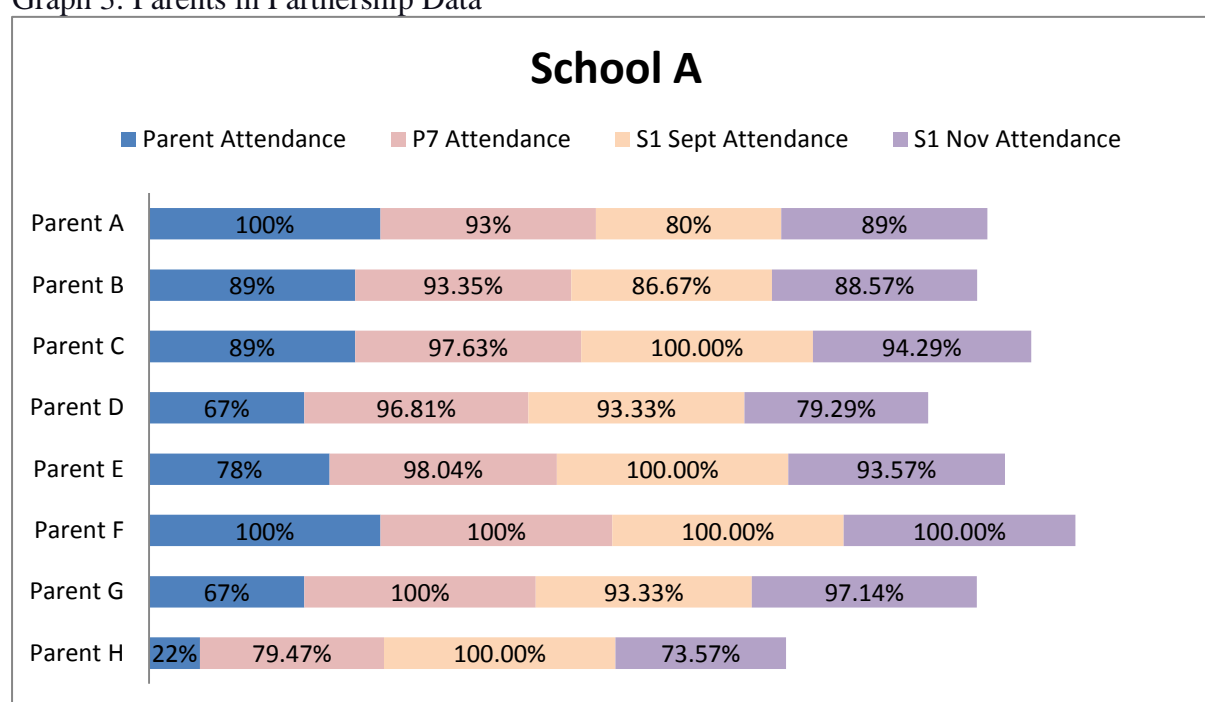
Fourteen primary schools have engaged with *PATHS*® and 195 practitioners have received 2-days training in the programme. This includes teachers, head teachers and support practitioners. Training was positively received and as a result staff are now embedding *PATHS*® language into the school day, as well as, modelling the language and skills for children. 3815 pupils have engaged with the *PATHS*® programme this academic year. Pupil impact data will be available at the end of the academic year.

Challenges

There has been staffing issues in relation to inclusion support assistants. This has resulted in some schools not being able to provide targeted support due to absences. Initial challenges existed in relation to developing a consistent model for inclusion support assistants. However,

this was resolved and all inclusion support assistants are working to a clear and consistent model.

Educational Psychology recruitment has been successful; however one of the new Educational Psychologists will be off on maternity leave until July 2018. This could mean that certain schools will not be able to begin the Nurturing Relationships journey. This will be resolved via successful recruitment.

Leadership

Highlights

We recognise that leadership at all levels is one of the most important aspects of the success of any school. Through the attainment challenge, a number of professional development programmes have been delivered which includes an Aspiring Head Teacher and Aspiring Principal Teacher Programme. In addition, we have continued to support our head teachers to take time to step back and reflect on their own leadership style and challenges in partnership with Drummond International. As a result of this training, participants are more reflective in relation to their leadership style, are more confident in their ability to lead and manage change and are more confident in leading self-evaluation.

> **NIF Driver: School Leadership**
>
> High quality programmes for current and aspiring leaders have been delivered this year for a total of 150 staff.
>
> As a result, 15 high quality head teachers have been appointed, nine of whom have participated in the Aspiring Head Teacher Programme, funded by the Attainment Challenge.

Pupil Leadership weekends have taken place in two secondary schools. In addition, two further schools have been supported to engage with the Columba 1400 Leadership Programme This has increased leadership capacity and improved confidence, resilience, team working, decision making and independence resulting in pupils making greater contribution to school decision making

Challenges

There is a risk that head teachers become overloaded with leadership development opportunities including mentoring. However, these opportunities should be viewed as positive and the authority will ensure that the concept of mentoring is defined as a positive workforce development activity that is required for systemic change.

There is a challenge in relation to allowing staff time to attend sessions and workshops due to the supply situation. However, as an authority we recognise the importance of leadership, particularly in relation to raising attainment and endeavour to ensure that staff wishing to develop leadership skills are able to attend sessions to support their own continual professional development.

Data analysis

Highlights

This work-stream continues to support Renfrewshire's attainment challenge plan and also provide effective, practical support to Children's Services and all of our education establishments in their use of data to secure improvement.

To date, 90 practitioners across 47 primary establishments have received data literacy support and training to ensure that staff at all levels are supported to use pupil data to support interventions, learning and teaching.

The data management team has provided education managers with training to enable them to better support and challenge head teachers as part of the service's revised quality improvement framework. This ensures schools are supported to maintain their focus on improving the attainment of our most deprived children and young people.

Individual head teachers have received one-to-one support to improve their tracking and monitoring systems to make them more robust, to identify need more accurately and to help measure the impact of interventions being made to reduce the poverty attainment gap. This work will continue into the next session.

A data network has been established with representatives from each of our secondary schools. This group supports and shares best practice in relation to improving data literacy and attainment in our secondary schools.

NIF Driver: Performance Information

The data analysis team have worked with individual projects to develop a performance indicator framework.

The framework allows the tracking and monitoring of impact for each Attainment Challenge work-stream. The information the authority gathers will provide a full picture of how well we are achieving equity and excellence.

Our authority data highlights that we are improving attainment for all while reducing the poverty related attainment gap. Graph 4 displays that the BGE attainment gap in listening and talking, reading, writing and numeracy has reduced between the most and least deprived pupils and between those pupils entitled/ not entitled to free school meals.

Graph 4: BGE Attainment Gaps

SIMD:
30% Most Deprived/70% Least Deprived

FME: Pupils Entitled to Free Meals/
Pupils not Entitled to Free Meals

	SIMD		FME
Listening & Talking	Gap Reduced 6pp		Gap Reduced 5pp
Reading	Gap Reduced 5pp		Gap Reduced 2pp
Writing	Gap Reduced 4pp		Gap Unchanged <1pp
Numeracy	Gap Reduced 3pp		Gap Reduced 1pp
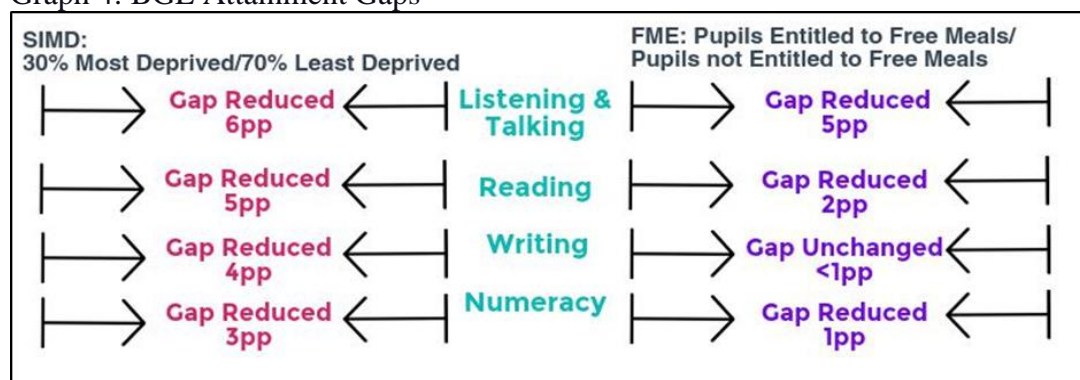
Challenges

In terms of challenges, feedback from training sessions suggests that for many promoted members of staff there remains a lack of confidence in data literacy which will have an impact on the school's ability to improve data literacy at class teacher level. This varies across the authority. The team continue to identify areas of need, where further support is required and will aim to address these throughout the year.

Understanding how to put measurable impacts in places has been initially challenging for particular projects. However, significant support has been provided to ensure that projects are able to capture the impact their projects are having.

Summary

This report has outlined the key highlights and challenges of the Renfrewshire Attainment Challenge while providing exemplars of evidence for each NIF driver. There has been significant progress in relation to scaling up and implementing the Attainment Challenge strategy throughout the authority this year. We will continue to deliver high quality, evidence-based interventions and approaches throughout 18-19 with an on-going focus on achieving collective impact and positive outcomes for Renfrewshire's pupils.

Renfrewshire Council

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

On:	**24 May 2018**

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

Heading:	**Grant allocation to support services for children and families**

1. Summary

1.1. Renfrewshire Council is committed to supporting the independent sector's contribution to early years provision in Renfrewshire through the allocation of funding to support a range of private and voluntary sector organisations which deliver services for families with young children.

1.2. On 15 March 2018 the Education and Children's Services Policy Board approved funding to support services for children and families for 2018/19. Following that meeting an application for support was received from the Moorpark Community Association – Cherrie Children's Daycare. The application meets the criteria for support and as the grant is over £1500 it requires approval by the Policy Board.

2. Recommendations

2.1 The education and children's services policy board approves a grant of £1600 to Moorpark Community Association – Cherrie Children's Daycare as detailed in appendix 1 attached to this report, subject to the completion of satisfactory checks and assessments.

3. Background

3.1. Renfrewshire Council has been committed to developing and supporting services for families for many years. A number of private and voluntary sector organisations deliver a range of these services within Renfrewshire.

3.2. Working in partnership with providers from the private and voluntary sector, including out of school care and playgroups has enabled the council to continue to support families with young children.

3.3   The Education and Children's Services Policy Board on 15 March 2018, approved funding to support services for children and families for 2018/19. It was agreed that further applications for grants up to £1,500 will be approved by the director of children's services under the council's existing scheme of delegation functions. Grant awards greater than £1,500 are required to be presented to the Education and Children Services Policy Board for approval.

3.4   An application for funding was received from the Moorpark Community Association – Cherrie Children's Daycare after the last Policy Board. The proposed allocation of grant to this organisation is £1600 as detailed in appendix 1.

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Implications of this report

1.   Financial
Cost relating to the proposals in this report will be met from existing funding resources.

2.   HR and Organisational Development
None.

3.   Community/Council Planning

Our Renfrewshire is thriving	-	Ensuring the best start in life for children and young people.
Our Renfrewshire is well	-	Early intervention will lead to healthier outcomes for children and young people.
Our Renfrewshire is safe	-	The provision of funding to local groups contributes to the development of local communities.
Building strong, safe and resilient communities	-	The quality of community life is enhanced by supporting parents, children and young people.
Tackling inequality, ensuring opportunities for all	-	Effective governance arrangements ensure that the organisations receiving funding comply with legislative requirements.
Creating a sustainable Renfrewshire for all to enjoy	-	Support to families and flexible childcare placements will support parents into and sustain employment, training or enter education.

4.   Legal
The Education (Scotland) Act 1980 empowers the Council to provide a range of grants. Payments will be in line with the Council's conditions of grant.

The Council's conditions of grant will apply to approved voluntary sector providers, out of school care and play group and toddler groups as detailed in appendix 1, 2 and 3 of the report.

5. Property/Assets
None.

6. Information Technology
None.

7. Equality and 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. Services comply with the Equality Act 2010.

8. Health and Safety
None

9. Procurement
None.

10. Risk
All grant awards issued by the Council are subject to the Council's approved conditions of grant as detailed in Section 4 of this report and to compliance with appropriate risk management procedures.

11. Privacy Impact
Personal information will only be held as required in order to deliver the service. This will be done in accordance with all data protection legislation.

12. Cosla Policy Position
None.

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List of Background Papers
None.

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Children's Services
JM/IH/KMcD/LG/JT
9 May 2018

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Distribution of Funding to Support Services for Children and Families 2018/19

Distribution of Funding to Support Services for Children and Families - Out-of-School Care Support 2018/19

Criteria for allocating OSC funding										
Name of Group	SIMD	Private	Renfrewshire	Subsidised	Equipment	Expansion of	Expansion of	Holiday cover	Use Schools or	Points	Award
		0 Points	Council	Places	1 point	childcare places	childcare places	1 point	Community halls	Accrued	Recommended
		Voluntary	Targeted	1 Point	per 8 existing	2 points per 8 places	5 points	Per	Term Time -1 Point		
		1 point	Data Zones Area	per 8 places	places	for existing	per 8 places new	8 Places	Year Round -2 Points		£
			5 points			providers	provider				
Moorpark Community Association – Cherrie Children's Daycare	1	1	5	0	5	0	0	5	0	16	£1600

NB: Value per point = £100

Renfrewshire Council

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

On: **24 May 2018**

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

Heading: **Inspection of St Andrew's Academy, Paisley**

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1.   **Summary**

1.1   St Andrew's Academy was inspected by Education Scotland in November 2017 as part of a national sample of education. The letter to parents, published by Education Scotland on 24 April 2018 is attached as an appendix to this report. The letter to parents is also available from the director of children' services or from the Education Scotland website: https://education.gov.scot/.

1.2   The purpose of the inspection was to evaluate the quality of education. Inspectors assessed the school, with a focus on four quality indicators which were: leadership of change; learning, teaching and assessment; raising attainment and achievement; and ensuring wellbeing, equality and inclusion.

1.3   This was a very positive inspection and the letter to parents identified five key strengths of the school. These were:

- The wellbeing of young people sits at the heart of the school underpinned by strong Catholic values. The caring ethos and positive relationships across the school are resulting in young people who are motivated and engaged and feel well supported to learn and achieve.

- The head teacher's strong leadership has set high expectations for what all young people can achieve. All staff demonstrate a strong

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commitment to this ethos. They work well together and with partners to improve outcomes for all young people.

- The high quality support provided by the Don Bosco wellbeing base, the support for learning department, the pastoral team and the home link service is promoting inclusion and improving young people's engagement with their learning. This is leading to improvements in attainment and achievement for young people.

- The school has a relentless focus on improving life chances for young people beyond school through attaining and achieving highly. This has resulted in improvements in attainment for young people from S4 to S6.The school has raised attainment in literacy and numeracy for young people facing additional challenges.

- The increasing range of learning pathways in S4 to S6, planned and delivered with partners, is meeting the different needs and aspirations of young people well. This is improving their future prospects. Almost all go on to a positive destination such as college, higher education or employment on leaving school.

1.4 The report identified three areas for further improvement:

- Continue to improve learning and teaching to ensure all young people experience consistently high quality learning that meets their needs.

- Continue to develop approaches to tracking and monitoring young people's progress from S1 to S3 to ensure appropriate pace and challenge and support young people into suitable learning pathways.

- Ensure that appropriate arrangements are in place for all young people who require support plans.

1.5 Children's services has an agreed set of procedures for responding to inspection reports. The school and the service will prepare an action plan indicating how they will address the points for action in the report, and share this plan with parents. In addition, the school will be supported in its improvement by children's services.

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2. **Recommendations**

2.1 Members of the education and children's services policy board are asked to note the key strengths and the areas for improvement in the Education Scotland report on St Andrew's Academy.

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3.   **Background**

3.1   Education Scotland's letters to parents are published online by Education Scotland.

3.2   The report includes three recommendations for improvement. These recommendations will be addressed through an action plan, produced by the school and supported by children's services staff.

3.3   Progress on the action plan will be monitored by children's services staff on a proportionate basis. A report will be prepared within two years of the original inspection, detailing the progress made in implementing the action plan. This report will be made available to parents.

3.4   Children's services welcomes the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire education establishments. The inspection report will be used by the school and the service in the context of supporting and developing the quality of educational provision.

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Implications of the Report

1.   **Financial : None**

2.   **HR & Organisational Development: None**

3.   **Community/Council Planning –**

- Our Renfrewshire is thriving: high standards of education provision ensure that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.
- Our Renfrewshire is well – by providing an environment which encourages care, welfare and development, establishments play a crucial role in developing children and young people so that they become responsible citizens. The establishment's success in promoting wellbeing is evaluated as part of the inspection process.

4.   **Legal: None**

5.   **Property: None**

6.   **Information Technology: None**

7.   **Equality & Human Rights**

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(a) The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. 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: None**.

11. **Privacy Impact: None**

12. **Cosla Policy Position: Not applicable**.

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List of Background Papers

(a) None

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Author: **Susan Bell, Education Manager, tel: 0141 618 7221**

24 April 2018

Dear Parent/Carer

In November 2017, a team of inspectors from Education Scotland visited St Andrew's Academy. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The wellbeing of young people sits at the heart of the school underpinned by strong Catholic values. The caring ethos and positive relationships across the school are resulting in young people who are motivated and engaged and feel well supported to learn and achieve.

- The headteacher's strong leadership has set high expectations for what all young people can achieve. All staff demonstrate a strong commitment to this ethos. They work well together and with partners to improve outcomes for all young people.

- The high quality support provided by the Don Bosco wellbeing base, the support for learning department, the pastoral team and the home link service is promoting inclusion and improving young people's engagement with their learning. This is leading to improvements in attainment and achievement for young people.

- The school has a relentless focus on improving life chances for young people beyond school through attaining and achieving highly. This has resulted in improvements in attainment for young people from S4 to S6. The school has raised attainment in literacy and numeracy for young people facing additional challenges.

- The increasing range of learning pathways in S4 to S6, planned and delivered with partners, is meeting the different needs and aspirations of young people well. This is improving their future prospects. Almost all go on to a positive destination such as college, higher education or employment on leaving school.

The following areas for improvement were identified and discussed with the headteacher and representatives from Renfrewshire Council.

- Continue to improve learning and teaching to ensure all young people experience consistently high quality learning that meets their needs.

- Continue to develop approaches to tracking and monitoring young people's progress from S1 to S3 to ensure appropriate pace and challenge and support young people into suitable learning pathways.

- Ensure that appropriate arrangements are in place for all young people who require support plans.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from How good is our school? (4th edition). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for St Andrew's Academy

Quality indicators	Evaluation
Leadership of change	**good**
Learning, teaching and assessment	**good**
Raising attainment and achievement	**very good**
Ensuring wellbeing, equality and inclusion	**very good**
Descriptions of the evaluations are available from How good is our school? (4th edition), Appendix 3: The six-point scale.	

A more detailed document called Summarised Inspection Findings will be available on the
Education Scotland website at
https://education.gov.scot/inspection-reports/renfrewshire/8629439

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Renfrewshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Mary Byrne
HM Inspector

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

On: **24 May 2018**

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

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Heading: **Inspection of Renfrew High School, Renfrew**

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1.   Summary

1.1.   Renfrew High School was inspected by Education Scotland in February 2018 as part of a national sample of education. The letter to parents, published by Education Scotland on 15 May 2018 is attached as an appendix to this report. The letter to parents is also available from the director of children's services or from the Education Scotland website: https://education.gov.scot/.

1.2.   The purpose of the inspection was to evaluate the quality of education. Inspectors assessed the school, with a focus on four quality indicators which were: leadership of change; learning, teaching and assessment; raising attainment and achievement; and ensuring wellbeing, equality and inclusion.

1.3.   This was a very positive inspection and the letter to parents identified four key strengths of the school. These were:

- The headteacher's strong leadership of school improvement, and his work with staff to embed a positive culture which benefits all young people.

- The very effective use of information about young people's wellbeing which ensures that their needs are well met, and that they make good progress.

- The very positive environment within the pupil support area for young people, especially those with additional needs. This, alongside the commitment of all staff to promoting nurturing and inclusive relationships across the school, leads to improved outcomes for all young people.

- The improvement in the proportion of young people achieving a range of Higher passes in S5 and S6.

1.4. The report identified four areas for further improvement. These were:

- Streamline and simplify approaches to planning for improvement in the school. In particular, plans should be based on the school's evaluation of its own work. They should make clear what needs to improve and how. This will help bring about continuous improvement in young people's experiences and achievements.

- Continue to review the curriculum to make sure it provides appropriate and progressive learning pathways for young people at all stages.

- Continue to develop monitoring and tracking systems to ensure that young people attain as highly as possible.

- Continue to work to ensure consistently high-quality learning and teaching across the school.

1.5. Children's services has an agreed set of procedures for responding to inspection reports. The school and the service will prepare an action plan indicating how they will address the points for action in the report, and share this plan with parents. In addition, the school will be supported in its improvement by children's services.

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2. Recommendations

2.1. Members of the education and children' services policy board are asked to note the key strengths and the areas for improvement in the Education Scotland report on Renfrew High School.

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3. Background

3.1. Education Scotland's letters to parents are published online by Education Scotland.

3.2. The report includes four recommendations for improvement. These recommendations will be addressed through an action plan, produced by the school and supported by children's services staff.

3.3. Progress on the action plan will be monitored by children's services staff on a proportionate basis. A report will be prepared within two years of the original inspection, detailing the progress made in implementing the action plan. This report will be made available to parents.

3.4. Children's services welcomes the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire education establishments. The inspection report will be used by the school and the service in the context of supporting and developing the quality of educational provision.

Implications of the Report

1. Financial
None.

2. HR & Organisational Development
None.

3. Community/Council Planning –

- Our Renfrewshire is thriving: high standards of education provision ensure that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.
- Our Renfrewshire is well – by providing an environment which encourages care, welfare and development, establishments play a crucial role in developing children and young people so that they become responsible citizens. The establishment's success in promoting wellbeing is evaluated as part of the inspection process.

4. Legal
None.

5. Property/Assets
None.

6. Information Technology
None.

7. Equality & Human Rights
The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. 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
None.

11. Privacy Impact
None.

12. Cosla Policy Position
Not applicable.

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List of Background Papers
None.
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Author: Laura McAllister, Education Manager tel: 0141 618 7301

15 May 2018

Dear Parent/Carer

In February 2018, a team of inspectors from Education Scotland visited Renfrew High School. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The headteacher's strong leadership of school improvement, and his work with staff to embed a positive culture which benefits all young people.

- The very effective use of information about young people's wellbeing which ensures that their needs are well met, and that they make good progress.

- The very positive environment within the pupil support area for young people, especially those with additional needs. This, alongside the commitment of all staff to promoting nurturing and inclusive relationships across the school, leads to improved outcomes for all young people.

- The improvement in the proportion of young people achieving a range of Higher passes in S5 and S6.

The following areas for improvement were identified and discussed with the headteacher and a representative from Renfrewshire Council.

- Streamline and simplify approaches to planning for improvement in the school. In particular, plans should be based on the school's evaluation of its own work. They should make clear what needs to improve and how. This will help bring about continuous improvement in young people's experiences and achievements.

- Continue to review the curriculum to make sure it provides appropriate and progressive learning pathways for young people at all stages.

- Continue to develop monitoring and tracking systems to ensure that young people attain as highly as possible.

- Continue to work to ensure consistently high-quality learning and teaching across the school.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from How good is our school? (4th edition). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Renfrew High School

Quality indicators	Evaluation
Leadership of change	**good**
Learning, teaching and assessment	**good**
Raising attainment and achievement	**good**
Ensuring wellbeing, equality and inclusion	**very good**
Descriptions of the evaluations are available from How good is our school? (4th edition), Appendix 3: The six-point scale.	

A more detailed document called Summarised Inspection Findings will be available on the Education Scotland website at
https://education.gov.scot/inspection- reports/renfrewshire/8630534.

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Renfrewshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Ann Floyd
HM Inspector

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

On: **24 May 2018**

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

Heading: **Duty of Candour**

1. Summary

1.1. The organisational duty of candour provisions of the Health (Tobacco, Nicotine etc. & Care) (Scotland) Act 2016 and The Duty of Candour (Scotland) Regulations 2018 came into force on 1 April 2018.

1.2. The purpose of the new duty of candour provisions is to support the implementation of consistent responses across health and social care providers when there has been an unexpected event or incident that has resulted in death or harm, that is not related to the course of the condition for which the person is receiving care.

1.3. The Scottish Government recognise that when adverse events occur during the provision of treatment or care, openness and transparency is fundamental in promoting a culture of learning and continuous improvement in health and social care settings.

2. Recommendations

2.1. Members of the education and children's services policy board are asked to:

    i) Note the establishment of the organisational duty of candour for health and social care providers from 1 April 2018; and

    ii) Be advised of the steps being taken to implement these responsibilities within Children's Services.

    iii) Note that we will be required to report to Scottish Government and the Care Inspectorate on how we have handled duty of candour incidents and demonstrate what has been learned from them.

3.   Background

3.1   The Duty of Candour legislation came into force in Scotland in April 2018. The duty of candour provisions are designed to promote a culture of openness, transparency and learning in all health and social care organisations when things go badly wrong for people who use their services. Duty of candour provisions will apply when there has been an unexpected or unintended event or incident that has resulted in death or harm that is not related to the course of the condition for which the person is receiving care. The harm suffered may be physical or psychological.

3.2   The Act requires that an organisation must follow the duty of candour procedure when:

- an unintended or unexpected incident has occurred in the provision of a health service, care service or a social work service to a service user;
- in the reasonable opinion of a registered health professional that the incident has resulted or could result in harm (as defined by the legislation); and
- the harm relates directly to the incident rather than to the natural course of a service users' illness or underlying condition.

3.3   Key Principles underpinning the legislation:

- Providing health and social care services is associated with risk and there are unintended or unexpected events resulting in death or harm from time to time.

- When this happens, people want to be told honestly what happened, what will be done in response, and to know how actions will be taken to stop this happening again to someone else in the future.

- There is a need to improve the focus on support, training and transparent disclosure of learning to influence improvement and support the development of a learning culture across services.

- Candour is one of a series of actions that should form part of organisational focus and commitment to learning and improvement.

- Transparency, especially following unexpected harm incidents is increasingly considered necessary to improving the quality of health and social care.

- Being candid promotes accountability for safer systems, better engages staff in improvement efforts, and engenders greater trust in patients and service users.

3.4   Duty of candour already applies to many organisations and individuals through their professional regulators' code of conduct. Most Children's Services staff are registered with the Scottish Social Services Council (SSSC) and bound by its Codes of Practice. The Codes set the standards of practice and behaviour expected of registrants as well as the standards expected of employers of social service workers in Scotland. The new duty of candour legislation imposes a statutory obligation which will operate alongside current practices of social work and social care workers.

3.5 The Regulations require that organisations must ensure that all employees who carry out the duty of candour procedure on its behalf are aware of the procedure and receive appropriate training on implementing the procedure. To this end, communication has been sent to all relevant staff making them aware of the Regulations. We have also taken the opportunity to reinforce to staff the alignment of the ethos of duty of candour with Renfrewshire's commitment to putting service users at the heart of all we do.

3.6 We are currently reviewing our social work complaints policy and procedure to ensure they reflect the new duty of candour requirements. Additionally, we are looking at our ongoing self-evaluation activities to identify how we might link our duty of candour reporting processes to the new Care Inspectorate inspection framework.

3.7 The Act requires that, when an organisation becomes aware of an incident which falls under the Regulations, it must take steps to follow the statutory procedure as soon as is reasonably practicable. We are currently in discussion with Health colleagues to consider the most appropriate mechanism for triggering an investigation under the duty of candour. We will agree a procedure for when and how to contact a registered health professional as recommended by the guidance.

3.8 The Regulations require that social work services report annually on the implementation of duty of candour. We are considering how we can align this reporting requirement with other related reports to ensure a joined-up and consistent approach to our various statutory reporting functions.

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Implications of this report

1. Financial
None

2. HR and Organisational Development
None.

3. Community/Council Planning

Our Renfrewshire is thriving -

Our Renfrewshire is well -

Our Renfrewshire is fair - *The duty of candour has been established to support a consistent response across health and social care providers when there has been an unexpected event or incident that has resulted in death or harm.*

Our Renfrewshire is safe -

Reshaping our place, our economy and our future -

Building strong, safe and resilient communities	-
Tackling inequality, ensuring opportunities for all	-
Creating a sustainable Renfrewshire for all to enjoy	
Working together to improve outcomes	-

4.   Legal
The Health (Tobacco, Nicotine etc. & Care) (Scotland) Act 2016 and The Duty of Candour (Scotland) Regulations 2018, which came into force on 1 April 2018 place statutory duties on the local authority as a social care provider.

5.   Property/Assets
None.

6.   Information Technology
None.

7.   Equality and Human Rights
None.

8.   Health and Safety
None.

9.   Procurement
None.

10.   Risk
None.

11.   Privacy Impact
None.

12.   Cosla Policy Position
None.

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List of Background Papers

(a)   None

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Children's Services

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