

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

**On: 2 November 2017**

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

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**Heading: Children's Services Service Improvement Plan 2017/18: Mid-Year Monitoring Report**

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## **1. Summary**

1.1 The Children's Services Service Improvement Plan 2017-18 was approved by the Education and Children's Services Policy Board in June 2017. The plan sets out the priorities for the development of the service over a three year period and details the actions which will contribute to the priorities of both the Council and the Community Planning Partnership. It also sets out the actions which will ensure continuous improvement across the service and the performance indicators which ensure the impact can be measured.

1.2 This report contains details of Children's Services performance over the period 1 April 2017 to 30 September 2017. The main purpose of the report is to provide:

- Details of the key achievements of the service over the period
- A progress update on implementing the action plan linked to the 2017-18 Service Improvement Plan
- An assessment of performance in relation to the service scorecard of core performance indicators
- An overview of priorities for the service over the next six months

1.3 Over the past six months, the key achievements for the service have included:

- Expanding the support available to schools to take forward the Nurturing Relationships Approach
- Supporting children and young people in Renfrewshire to create a Youth Commission, which is another strand in the service's work to improve participation amongst children and young people

- Achieving national recognition for innovative work on gender-based violence
- Supporting Renfrewshire's young people to achieve another very strong set of results in the National Qualifications.

1.4 Over the next six months, the key actions to be delivered are:

- Continuing to deliver on the priorities of our local Attainment Challenge Plan
- Working with partners to develop a new Renfrewshire Children's Services Partnership plan
- Implementing the first phase of the expansion of early years provision

1.5 The new Council Plan for the period 2017-2022 was approved by Council at its meeting of 28 September 2017. In order to reflect the priorities of the new Council, actions and performance indicators in service improvement plans have been realigned to the five new priority themes.

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## **2. Recommendations**

2.1. The Education and Children Policy Board is asked to note:

- The progress that has been made on service performance
- The progress made on actions and performance in the action plan
- That an out-turn report will be provided to this Board in Spring 2018.

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## **3. Background**

3.1 The Service Improvement Plan is a comprehensive statement of the outcomes the service aims to achieve, and the actions it will take to achieve these. It fits within the wider planning framework of the Council by taking account of Community Planning themes and Council priorities. It enables elected members to have oversight of developments within the service and to consider and develop policy options which reflect customer need and resource availability.

3.2 The Service Improvement Plan also provides a mechanism by which elected members can evaluate the performance of the service. The appendices to the plan contain an action plan and performance indicators against which progress can be measured. This mid-year monitoring report provides an update on progress against the 2017-18 Plan.

3.3 In June 2017, Children's Services presented a Service Improvement Plan aligned to the then-current Council Plan, which was due to come to an end. A new Council Plan was approved in September 2017 and consequently, service improvement plans have been refreshed to reflect this. The Council Plan 2017-2022 has five priority themes:

- Priority 1: Reshaping our place, our economy and our future
- Priority 2: Building strong, safe, and resilient communities
- Priority 3: Tackling inequality, ensuring opportunities for all
- Priority 4: Creating a sustainable Renfrewshire for all to enjoy
- Priority 5: Working together to improve outcomes

3.4 Section 4 of this report provides details of the service's achievements, aligned to Council Plan priorities, over the period April to October 2017. It highlights areas of significant progress and details of action to be taken to address any areas where performance has not reached target. Further detail is provided in the Action Plan which forms Appendix 1 and the Performance Scorecard which forms Appendix 2.

3.5 An outturn report will be brought before Board in Spring 2018.

#### **4. Service Update**

4.1 Children's Services within Renfrewshire provides education services, social work services for children and families, and criminal justice social work services. Much of what the service does is statutory, that is, there is a legal requirement for the Council to provide that service. Some of these services, such as education for everyone up to the age of 16, are universally provided whilst others, such as acting as the corporate parent for looked after children, are provided on the basis of need.

4.2 Elected members will be aware from previous reports that the service is actively working to address a range of demand and financial pressures. For Children's Services, these include high numbers of children requiring care and protection due to the significant issue of parental alcohol or substance misuse and increasing school rolls in some catchment areas. In addition, the service is preparing for the expansion of the free early years entitlement from 600 hours to 1140 hours by 2021. Criminal justice social work services have experienced several years of growing demand as the use of community sentences has expanded. The recruitment and retention of staff continues to be a challenge across the service, as it is for many other local authorities.

4.3 On 31st August, the Accounts Commission published the Best Value Assurance Report for Renfrewshire Council. The Local Government in Scotland Act 2003 and supporting Statutory Ministerial Guidance sets out the statutory duties and characteristics of a Council that is demonstrating Best Value. Audit Scotland are appointed to assess if local authorities are meeting this duty through their audit work on behalf of the Accounts Commission.

4.4 Audit Scotland revised the methodology used for auditing best value in 2015, and Renfrewshire Council is the second local authority to have participated in the new Best Value Assurance Report process.

- 4.5 The report provides an assessment of the Council and its performance since its last audit in 2006. Overall the report is positive, providing independent assurance to local residents and businesses on the extent to which the Council is achieving best value. The report confirms Audit Scotland's view that the Council has a clear and ambitious vision for the area which is shared with partners, is working well with partners to address the challenges facing the organisation and the Renfrewshire area and effectively manages the Council's finances. In publishing the report, the Accounts Commission notes that "Renfrewshire Council continues to improve and is making encouraging progress in the performance of its services".
- 4.6 In the report, Audit Scotland also provides direction on the key areas which the Council should focus its improvement activities going forward. The report specifically includes 7 recommendations relating to areas such as cross party working, community engagement, partnership working, workforce planning and governance arrangements. An action plan which sets out the Council's proposed actions to progress these recommendations was approved by Council on 28 September.
- 4.7 These actions will be embedded within the Council Plan and Community Plans and driven at service level through Service Improvement Plans.
- 4.8 One of these actions relates to medium- and long-term workforce planning and organisational development. The recruitment and retention of teaching and social work staff is a particular challenge for many local authorities in Scotland and Renfrewshire is no different in this regard. Children's Services has produced an initial workforce plan and is progressing a number of initiatives to tackle workforce challenges. Social work services have introduced a revised supervision policy in order to support continuous professional development. The Leadership Development programme for teachers has been highly successful and the authority has appointed 12 new Head Teachers for the new session, many of whom were supported to undertake that programme. These are high-calibre candidates appointed at a time when other local authorities are failing to recruit to headships, and it demonstrates the benefit of quality staff development. The service has also developed a "Teach in Renfrewshire" programme designed to boost teacher recruitment.
- 4.9 Educational establishments and social work services are subject to considerable rigorous external scrutiny. The frequency of such inspections is dependent on the nature of the service provided. A report is provided to this Policy Board on every inspection of an educational establishment. Four establishments have been inspected in the first six months of 2017/18 and all will result in a positive outcome. Schools have a new Quality Improvement Framework focussing on both the National Improvement Framework priorities and the Attainment Challenge workstreams. This is supported by a Quality Assurance Lead Officer, and by Education Managers.

4.10 Social work services are subject to more frequent inspections and residential provisions may be inspected as often as twice a year. The Care Inspectorate is responsible for this scrutiny and takes a risk-based approach. The sustained high quality of registered services within Renfrewshire is such that the Care Inspectorate considers them to be in their lowest risk category.

4.11 Detailed below are some of the service's achievements over the last six months, aligned to the priorities identified in the new Council Plan. Full detail on the service's progress in terms of implementing the tasks outlined in the current Service Improvement Plan over this period is included as Appendix 1 to this report.

#### 4.11.1 Council Plan Outcome 1: Reshaping our place, our economy and our future

- Continued to build links with further and higher education establishments, offering taster sessions for students in S2, S3 and S4
- Renewed our focus on positive destinations, with an Education Manager now assigned to tackle this as a priority. Performance has been improving in Renfrewshire in recent years and the service has confidence that it will continue to improve

#### 4.11.2 Council Plan Outcome 2: Building strong, safe and resilient communities

- In recognition of the vulnerability of young people within the adult criminal justice service, the Whole Systems approach to youth justice has been expanded to work with young people up to the age of 21, rather than 18
- As part of the implementation of the Nurture Strategy, the Educational Psychology service has been expanded to provide additional support to schools as they develop and embed the local Nurturing Relationships Approach
- As a partner on the Gender Based Violence Strategy group, the service has contributed to the development of a new strategy for Renfrewshire
- To tackle attendance issues in schools, the service has launched a Parents in Partnership initiative, which aims to promote greater parental engagement with their child's school. The service believes there is a link between parental engagement and pupil attendance, and subsequently pupil attainment

#### 4.11.3 Council Plan Outcome 3: Tackling inequality, ensuring opportunities for all

- As part of the Attainment Challenge programme, the service has engaged 10 transition teachers to support children as they transition from primary to secondary school
- Supported a Youth Assembly which has led to the creation of a Youth Commission comprised of children and young people from Renfrewshire.

The Commission has chosen the mental health of children and young people as its first area of focus

- Continued to deliver the Literacy Development Programme in partnership with the University of Strathclyde, and expanded literacy work as part of the Attainment Challenge

#### 4.11.4 Council Plan Outcome 5: Working together to improve outcomes

- Implemented a new supervision policy for social work professionals, with a focus on professional practice and competency
- Appointed 12 new Head Teachers to permanent posts, most of whom have risen through the ranks at Renfrewshire and taken part in the highly successful Leadership Development Programme offered by the service  
Recruitment of Head Teachers is a challenge for many Scottish local authorities and Renfrewshire's success showcases the benefits of developing existing staff
- Established a new professional learning programme for teachers for the session 2017/18
- Opened Riverbrae School and completed the refurbishment of Mossvale and St James Primaries
- Delivered a second 'All Children' study, with over 10,000 children and young people aged 9-16 taking part in a survey which will help Renfrewshire Council and partners to plan for future needs and improve outcomes for children and young people. The study was cited by Audit Scotland as a best practice example in the recent Best Value report
- Prepared for the first phase of expansion within Early Years provision, to meet the national target of 1140 hours per year for every child by 2021

### **Educational Attainment**

4.12 The attainment indicators in the scorecard refer to leavers' data; that is, the cumulative attainment of pupils at the point of leaving school. The dataset for this is collated nationally and will not be made available until February 2018. However, information detailing how each year group has performed in the 2017 National Qualifications is available and is analysed in a separate paper to this board. Some highlights from this are:

- 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.
- When comparing the overall performance of pupils, one of the measurements considered is to look at the lowest attaining 20%, the middle attaining 60% and the highest attaining 20% in each of the year groups. Renfrewshire pupils are performing as well as or better in almost all measures against the virtual comparator.

- When analysing the number and level of awards attained, our pupils outperform their virtual comparator totals at almost every measurement in all year groups.

4.13 In summary, the performance of Renfrewshire's young people has continued to show year on year improvement in many of the key areas of measurement. Nevertheless, the service will continue to focus on further improving attainment for all, whilst also prioritising our efforts on disrupting the pattern between poverty and attainment.

## **5 Areas where actions have been reviewed or delayed**

5.1 None of the actions have been reviewed or delayed since the publication of the Service Improvement Plan 2017-2020. All actions are progressing in line with anticipated timescales.

## **6 Progress against service scorecard**

- 6.1 The performance scorecard for Children's Services has 37 indicators (see Appendix 2). A subset of these are also reported as part of the Corporate Management Team scorecard. The Children's Services performance framework is aligned with the priorities set out in the Council Plan. Performance is reported quarterly to the Extended Senior Leadership Team and service areas within Children's Services each have their own arrangements for scrutinising management information. Indicators and targets are reviewed every six months to ensure they remain appropriate.
- 6.2 Figures on the attainment of school leavers are produced at a national level and will not be available until February 2018. A separate paper is being presented to this board on this year's results. It contains performance information on each year group's results exam results – this is referred to as cohort data rather than the leaver data (which looks at an individual's cumulative attainment throughout school until the point at which they leave).
- 6.3 There are 15 indicators with targets and performance data available. Of these, three are performing at or above the target level, six are within 10% of target, and six are missing their target by more than 10%.
- 6.4 The service continues to perform strongly in relation to placing accommodated children within a family setting. There has been a long-term strategy within the service to reduce the number of residential beds for children and young people and to increase the number of foster places available. Recruitment of new foster carers has been very successful and most new foster placements are with local authority carers rather than independent agencies. Significant improvements have been made to the local authority's children's houses in recent years and the capacity of each has been reduced in order to offer a more homely environment. At present, 84% of accommodated children are

placed with families. The service will always make use of other types of care placement where that is more appropriate.

- 6.5 The number of adults accessing literacy and numeracy classes exceeded the target set in 2016/17 and it is expected that this trend will continue in 2017/18.
- 6.6 As noted previously in this report, many service users do not engage voluntarily with statutory services and consequently, client compliance levels can have a negative impact on performance measures. This is seen in both the criminal justice social work service and in relation to new supervision visits for children looked after at home.
- 6.7 Criminal justice social work services have been impacted both by increasing demands on the service and by changes in criminal court procedures which mean that the service may not have any involvement with a person until a copy of the court order is received. This means that the team is not able to book appointments for service users in advance and target timescales are more challenging to achieve. This has a knock-on effect on other timescales in relation to induction and work placements. As a result of these challenges, the target for the percentage of new clients subject to a supervision order to be seen within 1 week (CHS/CJ/CPO/01) has been revised from 92% to 80%. Given that growing numbers of clients are initially seen by other local authorities and/or appear in courts outwith Renfrewshire, this is considered a more realistic target.

## **7 The impact of our services/the difference we make**

- 7.1 Children's Services has a strong focus on early intervention and prevention and on delivering the best possible outcome for children and families in Renfrewshire.
- 7.2 Permanency planning for looked after children has been an improvement priority for the service for several years and is contributing to a steady and sustained reduction in the overall number of looked after children. At the end of June 2017, Renfrewshire had 665 looked after children, compared with 679 at the end of June 2015 and 787 at the end of June 2013. This is a reduction of 16% over four years.
- 7.3 Delivering on the Scottish Attainment Challenge is a priority area for the service, but there is also a wider focus on achievement. This considers activity beyond the academic into participation in sports and music, involvement in the community and so on. Renfrewshire Council has committed to removing music tuition fees and offers a range of youth services.
- 7.4 Children and young people in the area have recently established a Youth Commission and have chosen to focus on the issue of mental health and

wellbeing in children and young people. The service is actively engaged in supporting youth participation.

- 7.5 Criminal Justice Social Work has been involved in an innovative programme tackling the issue of gender based violence. The service has worked with the creators of the Up2U programme to tailor it for a Scottish context, and staff are working with the perpetrators to bring about positive change. Support is also available for survivors of GBV. The service has invested in extensive high quality training for staff and initial feedback from the first cohort of perpetrators has demonstrated positive outcomes in terms of addressing negative behaviours. Renfrewshire's Up2U programme recently won the Scottish Social Services Award in the category of 'Research into Practice'.

## **8. Priorities over the next six months**

- 8.1 Raising attainment and disrupting the pattern between attainment and poverty are key priorities for Renfrewshire Council, and the implementation of the Scottish Attainment Challenge action plan will continue to be a key focus for Children's Services.
- 8.2 New community justice arrangements are now in place and Renfrewshire has received positive feedback on its local plan. Council officers will now work with partners to develop a strategic commissioning plan by the end of March 2018.
- 8.3 Children's Services will revise its bullying policy to reflect new national guidance which is expected to be published in November 2017. Regular training sessions for education staff will continue.
- 8.4 Work will continue on the development of a new residential resource for children and young people requiring more intensive support. The new house is scheduled for completion in June 2018. Work on developing the school estate will also continue.

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## **Implications of the Report**

1. **Financial** – The report highlights resourcing pressures arising from increasing demand for services and the current financial environment.
2. **HR & Organisational Development** - none
3. **Community Planning** – the report details a range of activities which reflect local community planning themes.
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 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** – the report details the activities being undertaken to promote more efficient and effective commissioning and procurement
10. **Risk** – Risks related to the delivery and management of services are regularly monitored and included in the Children's Services Risk Register.
11. **Privacy Impact** – none
12. **COSLA Policy Position** - none

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**List of Background Papers:**      None

**Author:**      Lisa Fingland, Service Planning & Policy Development Manager  
Tel: 0141 618 6812; email Lisa.Fingland@renfrewshire.gov.uk

## Appendix 1: Service Improvement Plan 2017-2020 Action Plan

| Action Status                                                                       |                                    |
|-------------------------------------------------------------------------------------|------------------------------------|
|  | Cancelled                          |
|  | Overdue; Neglected                 |
|  | Unassigned; Check Progress         |
|  | Not Started; In Progress; Assigned |
|  | Completed                          |

### 01: Reshaping our place, our economy, and our future

| Action Code      | Action                                                                                                                                                                                        | Status                                                                                | Progress                  | Due Date    | Update                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. |  | <div><div>25%</div></div> | 31-Mar-2020 | Work is ongoing to ensure high quality opportunities for young people which are highly evaluated and provide routes to sustained and positive destinations. As part of the Joint Employability Project, pupils are offered the opportunity to experience a pathway in FE courses. Pupils experience a wide variety of college courses in S2, S3 & S4 through taster sessions. Bringing pupils into a FE environment at a younger age helps them consider what they enjoy, what options are available at college and, if they wish to pursue a certain vocation route, what qualifications they need. Those pupils who start in S2 will be brought back in S3 and S4 building on this pathway. The same process is implemented in the University route, with a pathway for pupils exhibiting potential for University. |

## 02: Building strong, safe and resilient communities

| Action Code      | Action                                                                                                                                    | Status                                                                                | Progress                  | Due Date    | Update                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHS.SIP.17.06.01 | Work with partners to develop Community Justice Local Outcomes Improvement Plan.                                                          |    | <div><div>30%</div></div> | 31-Mar-2018 | Initial plan created 31 March 2017. We have recently received positive feedback from Community Justice Scotland on our local plan. The Renfrewshire Community Justice Strategic Group monitors progress against the local priorities set. Work has commenced on developing a commissioning strategy approach for our plan due 31 March 2018.                                                                                |
| CHS.SIP.17.06.02 | Work with partners to ensure the Carers Strategy reflects the needs of local young carers.                                                |    | <div><div>30%</div></div> | 31-Mar-2018 | Young Carers Working Group established with remit to develop Strategy. Strategic Steering Group formed.<br><br>Young Carer consultation work underway Young Carers counted via Wellbeing Survey. Additional work ongoing with Skills Development Scotland to identify Young Carers and track their progress towards positive destinations.                                                                                  |
| CHS.SIP.17.06.03 | Continue to develop residential provision in childcare.                                                                                   |    | <div><div>25%</div></div> | 31-Jan-2018 | Design of new residential resource has been completed and tender for build has been awarded. Demolition work has been concluded on site in preparation for build starting in August. It is envisaged that new resource will be available by June 2018.                                                                                                                                                                      |
| 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. |    | <div><div>10%</div></div> | 31-Mar-2020 | Partners share an agreed approach to victims of domestic violence and plans are being developed to roll out this approach within children's services.                                                                                                                                                                                                                                                                       |
| CHS.SIP.17.06.05 | Develop new Children's Services Partnership Plan.                                                                                         |  | <div><div>30%</div></div> | 31-Mar-2018 | Work underway with third sector to develop shared outcomes framework.<br><br>Consultation events with children & young people completed with more planned for next academic year.<br><br>Joint work with youth services team to engage further with young people and obtain additional information about priority areas.                                                                                                    |
| CHS.SIP.17.06.06 | Implement recommendations flowing from the national reviews of child protection and the care system.                                      |  | <div><div>10%</div></div> | 31-Mar-2019 | Plan development session set for September. Work underway to develop Corporate Parenting Plan and Participation and Child's Rights Plans.<br><br>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 monitor for local learning. The annual Child Protection updates have been delivered to |

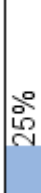
| Action Code                                                    | Action                                                                                                                    | Status                                                                                | Progress                  | Due Date    | Update                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                |                                                                                                                           |                                                                                       |                           |             | child care and criminal justice social work staff over the summer period.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>03: Tackling inequality, ensuring opportunities for all</b> |                                                                                                                           |                                                                                       |                           |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Action Code                                                    | Action                                                                                                                    | Status                                                                                | Progress                  | Due Date    | Update                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| CHS.SIP.17.01.01                                               | Continue to develop nurturing approaches to promote inclusion across all education establishments.                        |    | <div><div>40%</div></div> | 31-Mar-2020 | Between April and September 2017, the Renfrewshire Nurturing Relationships Action Plan (RNRA) has expanded in scope from the 6 initial Pathfinder schools to a further 22 schools who are interested in developing Nurturing Relationships Approaches. Initial data highlights positive progress for pupils engaged in the RNRA in relation to pupil social and emotional wellbeing. Training for staff has also been offered during this period and has led to a gain in their understanding of attachment theory, gains in knowledge of the impact of nurturing relationship and in practical ideas for how to develop their practice related to the nurture principle discussed. This approach is also being evaluated at doctorate level.                                                                                           |
| CHS.SIP.17.01.02                                               | Continue to develop a whole systems approach to supporting our most vulnerable children and families.                     |   | <div><div>70%</div></div> | 31-Mar-2018 | <p>We have continued to develop our Whole Systems (WS) approach to ensure that where possible we return young people to their home community with Team Around the Child approach which includes an individualised package of support.</p> <p>In addition we are about to extend the WS approach to include care leavers up to the age of 21 yrs in direct response to their vulnerability within an adult CJ system and recognising our responsibility as a Corporate parent.</p> <p>To ensure that we have adequate capacity to undertake this role we have redesigned services to increase our staffing ratio within the WS team and have begun the process of ensuring that appropriate cases are maintained and held within the WS team rather than transferring to Throughcare service at 18 years as was previously the case.</p> |
| CHS.SIP.17.01.03                                               | Reinvigorate and refine existing high-quality approaches with partners to ensure we are Getting it Right for Every Child. |  | <div><div>25%</div></div> | 30-Jun-2019 | Work has progressed on revising the shared intervention process and testing has commenced in 10 schools.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| CHS.SIP.17.01.04                                               | Encourage and support active collaboration and engagement with parents in supporting                                      |  | <div><div>25%</div></div> | 31-Mar-2020 | Significant progress has been made, enabled partly by Attainment Challenge funding, which includes:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| Action Code      | Action                                                                                                                                                         | Status                                                                                | Progress                  | Due Date    | Update                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  | their child's learning.                                                                                                                                        |                                                                                       |                           |             | <ul style="list-style-type: none"> <li>Recruiting 9 Inclusion Support Assistants to support schools with inclusion support. This work focuses on a small identified group of young people with low attendance or, in some cases, non-attenders. In most cases, there is also poor parental engagement.</li> <li>Continuing and expanding a programme to increase parent's understanding and reassurance around secondary schools life and expectations. Engagement in Parents in Partnership programme promotes more informed conversations at home with children. Parents will feel that they contact the school without difficulty and know exactly who to contact for support.</li> <li>A programme which was first implemented in St. David's Primary School has proved to be a very successful method of engaging children and parents in learning which is creative, fun and motivating and therefore impacting on family's awareness of learning and in particular reading within the home. The early literacy element of the project (Pizza Reading) has now been extended into 6 other Primary Schools in the authority.</li> </ul> |
| CHS.SIP.17.02.02 | Develop our approaches to the curriculum in the Broad General Education to meet the needs of all.                                                              |    | <div><div>25%</div></div> | 30-Jun-2019 | Work is underway in terms of improvement in attainment in literacy and numeracy. The attainment challenge development officers have action plans in place in terms of training programmes and approaches. This session a focus will be on improving transitions for children and young people at P7 and in the early years.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 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. |  | <div><div>20%</div></div> | 31-Mar-2020 | Work is underway in terms of planning the expansion of early learning and childcare from 600 hours to 1140 by 2020. A phased approach is currently being developed. A plan which outlines Renfrewshire's expansion proposal will be submitted to the Scottish Government by 29 September 2017. Governance arrangements have been established 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 1140 hours of early learning and childcare. The focus for this group relates to quality, workforce and delivery models.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| CHS.SIP.17.04.01 | Provide high quality education and support to narrow the outcomes gap for children from disadvantaged groups.                                                  |  | <div><div>5%</div></div>  | 31-Mar-2020 | <p>A full analysis now exists to allow us to identify where the gaps are, determine baseline figures and therefore enable measures of change as we progress.</p> <p>Significant work is taking place as detailed within the Attainment Challenge planning and reporting.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| Action Code      | Action                                                                                                                                                                                   | Status                                                                              | Progress                  | Due Date    | Update                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHS.SIP.17.04.02 | Continue to develop the Senior Phase to ensure appropriate pathways for our young people are giving them the best opportunity to achieve qualifications and awards at the highest level. |  | <div><div>25%</div></div> | 31-Mar-2020 | Initial discussion and analysis of performance has taken place with all Secondary Heads and deputies to improve understanding of where we are and what steps need to be taken to support improvement. Schools have been asked to reflect this in their planning and this will be followed up through forthcoming attainment visits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| CHS.SIP.17.04.03 | Provide children and young people with opportunities to participate in activities which provide a vehicle for wider achievement.                                                         |  | <div><div>25%</div></div> | 30-Jun-2018 | The team continues to target youth work activities to young people in schools and communities and offers a comprehensive youth work programme in support of the action. A recent Youth Assembly enabled young people to identify and focus on key issues and resulted in the creation of a youth commission looking at Bullying and its impacts on Health & Wellbeing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| CHS.SIP.17.05.02 | Further develop the curriculum to maximise school leavers' skills to meet the needs of employers.                                                                                        |  | <div><div>25%</div></div> | 31-Mar-2020 | <p>Children's Services continues to work in partnership with West College Scotland to deliver a senior phase vocational programme aligned to labour market intelligence and pupil demand. 350 young people in S5/6 are registered as participating in the programme – approximately 11% of the S5/6 cohort. This includes those participating in three foundation apprenticeships – Civil Engineering, Health &amp; Social Care and Children &amp; Young People. A further 7 young people are involved in foundation apprenticeships outside of Renfrewshire – Glasgow Kelvin (4 for ICT Hardware) and City of Glasgow (1 for Mechanical Engineering and 2 for ICT Software). 10 young people took part in an introduction to logistics programme in partnership with West College Scotland, GTG and the Russell Group. Those who left school after the programme all entered positive destinations.</p> <p>During 2016/17, 126 young people in the senior phase took part in taster and work placement programmes (not including the S4 work experience week) organised and funded by the local authority. Career Education Standard 3-18 has been rolled out across secondary schools. Skills Development Scotland has provided in-service input in nine secondary schools during 2016/17. Employability leads took part in a workshop in September 2017 which will allow them to drive entitlements for pupils and expectations of all staff in their establishments. A pilot CES 3-18 programme is planned for early years and primary schools during 2017/18.</p> <p>38 primary schools have received training to deliver Primary Engineer and, in October 2017, 16 schools received refresher training. 21 primary schools received training to deliver young science and engineer lessons.</p> |

| Action Code                                                         | Action                                                                                                                                                                         | Status                                                                                | Progress                  | Due Date    | Update                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                     |                                                                                                                                                                                |                                                                                       |                           |             | A new website – <a href="http://www.renfrewshiredvwm.com">www.renfrewshiredvwm.com</a> – has been created to enable teachers and practitioners to share practice of contextualised curriculum activity which will better prepare young people for the world of work. This online tool will be updated at regular intervals each year with examples of emerging practice which are shaping the curricular offer.                                                                                                                                                                                                                                                                              |
| 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. |    | <div><div>25%</div></div> | 31-Mar-2020 | 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.                                                                                                                                                                                                                                                                                                                                                                          |
| <b>05: Using our resources effectively to deliver on priorities</b> |                                                                                                                                                                                |                                                                                       |                           |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Action Code                                                         | Action                                                                                                                                                                         | Status                                                                                | Progress                  | Due Date    | Update                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 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.                 |    | <div><div>30%</div></div> | 30-Apr-2018 | Opportunities for redesigning services in family support areas are being explored, and options developed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| CHS.SIP.17.02.01                                                    | Develop and implement a strategic vision for learning and teaching within and across Early, Primary and Secondary sectors.                                                     |    | <div><div>40%</div></div> | 31-Aug-2018 | Four development officers are now in post and are progressing developments in the four key areas of literacy, numeracy, assessment and transition. Analysis and the depth of the work being progressed is included in the reporting arrangements for the Attainment Challenge Plan.                                                                                                                                                                                                                                                                                                                                                                                                          |
| CHS.SIP.17.02.03                                                    | Support and strengthen the professional capacity of staff through leadership and professional development.                                                                     |  | <div><div>25%</div></div> | 31-Mar-2020 | A number of staff involved in the aspiring leaders programme have been appointed to substantive head teacher posts within Renfrewshire during the first quarter of 2017/18, and will take up these posts when schools return from the summer break in August 2017. Professional learning programme for academic session 2017/18 has been established with enrolments demonstrating high levels of aspiration amongst staff, indicating a real desire for leadership input and opportunity.<br><br>A social work supervision policy has been developed to support the new fitness to practice competencies required by the registering body SSSC. This is being rolled out on a phased basis. |

| Action Code      | Action                                                                                                                                                                  | Status                                                                                | Progress                  | Due Date    | Update                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.                      |    | <div><div>40%</div></div> | 30-Jun-2018 | Our approach to self-evaluation, standards and quality and establishment improvement planning was revised for session 2017/18. Revisions include better focus on the core QIs used by Education Scotland and also the requirements of the national improvement framework. Changes to our review and external quality assurance processes will be made, in collaboration with head teachers, in the new school session which will facilitate greater support and challenge for our establishments.                                                                                                                      |
| 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.           |    | <div><div>40%</div></div> | 31-Mar-2020 | <p>Through the Scottish Attainment Challenge we have enhanced our support to establishments in the analysis of data to support planning an improvement. Through 17/18 some of the tasks we will be completing will include:</p> <ul style="list-style-type: none"> <li>• Supporting the handling and analysis of data at school level;</li> <li>• Better reporting to corporate management team and board on attainment;</li> <li>• Building school 'profiles' to better support the quality assurance process; and</li> <li>• Implementing the new national standardised assessments in P1, P4, P7 and S3.</li> </ul> |
| 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.                    |   | <div><div>75%</div></div> | 31-Aug-2018 | <p>A data workstream has been developed as part of our approach to the attainment challenge which brings with it enhanced capacity for gathering and reporting data to support equity and excellence in our schools.</p> <p>Also, two research assistants have been appointed to our educational psychology service to assist the service and schools evaluate the impact of interventions which will be made as part of the attainment challenge.</p>                                                                                                                                                                 |
| CHS.SIP.17.07.01 | Manage and deliver the modernisation of the school and early years estate to improve the environment that supports learning and teaching for children and young people. |  | <div><div>80%</div></div> | 31-Mar-2020 | <p>The delivery of the School Estate Management Plan is ongoing:</p> <p>The new 'St Fergus' Primary School opened to pupils in April 2017 with the official opening ceremony in September 2017;</p> <p>The refurbishment of Mossvale and St James' Primary Schools is now complete with both schools fully operational in the refurbished shared site;</p>                                                                                                                                                                                                                                                             |

| Action Code      | Action                                                                                                                                                                                                                      | Status                                                                              | Progress                                                                            | Due Date    | Update                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  |                                                                                                                                                                                                                             |                                                                                     |                                                                                     |             | <p>Riverbrae School opened in August 2017;</p> <p>The construction phase for the new Bargarran and St John Bosco Primary Schools commenced in early 2017 with the project on programme for completion in June 2018;</p> <p>The construction phase for the new St Paul's Primary School and Foxlea Pre 5 Centre commenced in May 2017 with the project on programme for completion in June 2018;</p> <p>The planning phase for St Anthony's Primary School and Spateston Pre 5 Centre continues to be developed; and</p> <p>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 is being undertaken to establish the infrastructure adaptations required to deliver 1140 hours of early learning and childcare.</p> |
| 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. |  |  | 31-Mar-2020 | <p>Staffing levels in social work services are regularly monitored at regular management meetings.</p> <p>Staffing in schools remains challenging in relation to the availability of suitably qualified staff. An extensive recruitment exercise has been undertaken in order to secure teachers to permanent contracts wherever possible. Vacancies are monitored on an ongoing basis.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## Appendix 2: Service Improvement Plan 2017-2020 Council Plan (Qtr1)

### Local Outcome 01: Reshaping our place, our economy, and our future

| Code | Performance Indicator | Current Status | Short Term Trend | Long Term Trend | 2015/16 |        | 2016/17 |        | Q1 2017/18 |        | 2017/18 |        | Explanation of Performance |
|------|-----------------------|----------------|------------------|-----------------|---------|--------|---------|--------|------------|--------|---------|--------|----------------------------|
|      |                       |                |                  |                 | Value   | Target | Value   | Target | Value      | Target | Value   | Target |                            |

CHS/PD/01 % of School leavers in a positive destination



90%

93%

92.2%

94%

Not measured for Quarters

95%

2015/16 academic year results

The most recent leavers destinations data (2015/16) has shown that the percentage of school leavers in Renfrewshire who have gone on to a positive destination has increased. The figure was slightly behind the national average in 2016. This data is provided to Renfrewshire by Skills Development Scotland and data for 2016/17 is expected to become available in early 2018.

### Local Outcome 02: Building strong, safe and resilient communities

| Code | Performance Indicator | Current Status | Short Term Trend | Long Term Trend | 2015/16 |        | 2016/17 |        | Q1 2017/18 |        | 2017/18 |        | Explanation of Performance |
|------|-----------------------|----------------|------------------|-----------------|---------|--------|---------|--------|------------|--------|---------|--------|----------------------------|
|      |                       |                |                  |                 | Value   | Target | Value   | Target | Value      | Target | Value   | Target |                            |

CHS/CJ/CPO/01 The percentage of NEW clients subject to a new supervision



No data – new for 2016/17

69%

92%

70%

80% (revised)

Although the targets set have not been met the figures have remained steady in the last four

| Code          | Performance Indicator                                                                           | Current Status                                                                        | Short Term Trend                                                                      | Long Term Trend                                                                       | 2015/16                   |        | 2016/17 |        | Q1 2017/18 |        | Explanation of Performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------|--------|---------|--------|------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               |                                                                                                 |                                                                                       |                                                                                       |                                                                                       | Value                     | Target | Value   | Target | Value      | Target |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|               | order seen by a supervising officer within 1 week                                               |                                                                                       |                                                                                       |                                                                                       |                           |        |         |        |            |        | quarters. A process has been introduced where service users are provided with their first appointment within the criminal justice social work report, which is within 5 working days of the sentencing date. Further deferment by the court, client non-compliance, or where CJSWRs are undertaken by other local authorities and thus we are not aware in advance, are outwith the control of the service. As such, the target has been revised downward to 80%.                                                                                                                        |
|               |                                                                                                 |                                                                                       |                                                                                       |                                                                                       |                           |        |         |        |            |        | from 92%)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|               |                                                                                                 |                                                                                       |                                                                                       |                                                                                       |                           |        |         |        |            |        | Performance meets the target set, but is declining from previous quarters. Court processes no longer automatically require a report from social work and consequently the service is not aware of some clients until the order is received from court. This delay in informing the service means that timescales cannot be met. This can have knock-on effects in relation to inductions and work placements.                                                                                                                                                                            |
| CHS/CJ/CPO/04 | Percentage of NEW unpaid work clients seen within 1 working day of the order                    |    |    |    | No data - new for 2016/17 |        | 73%     | 65%    | 65%        | 65%    | Managing demand within criminal justice social work continues to be very challenging. Since the introduction of Community Payback Orders, the number of service users undertaking unpaid work has steadily increased. Additionally, there has been a shift away from shorter Level 1 orders (up to 100 hours of unpaid work) towards longer Level 2 orders (which can be up to 300 hours). In 2012/13, the service had to supervise 49,018 hours of unpaid work. In 2015/16, this had risen to 65,283 hours, an increase of 33% which did not have a corresponding increase in resource. |
| CHS/CJ/CPO/05 | Percentage of NEW unpaid work clients receiving an induction within 5 working days of the order |  |  |  | No data - new for 2016/17 |        | 66%     | 70%    | 58%        | 70%    | Performance has reduced further. Every effort is made to schedule an induction within 5 days of an unpaid work order being imposed. Issues noted above in relation to court processes and demand pressures also impact on this indicator.                                                                                                                                                                                                                                                                                                                                                |

| Code              | Performance Indicator                                                                                      | Current Status                                                                        | Short Term Trend                                                                      | Long Term Trend                                                                       | 2015/16                   |                | 2016/17                   |                | Q1 2017/18 |                | Explanation of Performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------|----------------|---------------------------|----------------|------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   |                                                                                                            |                                                                                       |                                                                                       |                                                                                       | Value                     | Target         | Value                     | Target         | Value      | Target         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| CHS/CJ/<br>CPO/06 | Percentage of NEW unpaid work clients beginning work placement within 7 working days of the order          |    |    |    | No data – new for 2016/17 |                | 32%                       | 50%            | 18%        | 50%            | Non-compliance by service users is also a challenge. New induction processes have recently been introduced which should improve performance though this remains dependent on service user compliance.<br><br>There are a range of issues which contribute to performance remaining below target. As well as a capacity issue in the service, which has seen consistent workload increases since CPOs were introduced, there are compliance issues and challenges arising from court processes. One quarter of new service users failed to attend the first placement, and a further quarter had an authorised absence (due, for example, to ill health or custody). All attempts will be made to ensure that service users are placed immediately following the first meeting with their case manager.. This is also dependent on service capacity giving significant workload increases since CPOs were introduced. |
|                   |                                                                                                            |                                                                                       |                                                                                       |                                                                                       |                           |                |                           |                |            |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| CHS/CP<br>R/01    | Percentage of children registered in this period who have previously been on the Child Protection Register |  |  |  | 23%                       | Not applicable | 9%                        | Not applicable | 26%        | Not applicable | The percentage of children registered this quarter who have been previously placed on the child protection register has increased from 9% in Q4 of 16/17 to 26% in Q1 of 17/18. In Q4, there were 54 children placed on the child protection register, of which 5 children from 3 families had previously been registered. In Q1, there were 38 children placed on the child protection register, of which 10 children from 8 families had previously been registered. Of the children re-registered, all 5 were placed on the register after 2 years or more since their previous registration ended. In effect there was an increase of 5 families re-registered in Q1 of 17/18 when compared to the number of families re-registered in Q4 of 16/17.                                                                                                                                                              |
|                   |                                                                                                            |                                                                                       |                                                                                       |                                                                                       |                           |                |                           |                |            |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| CHS/CJ/           | % of NEW unpaid work orders/requirement complete by                                                        |  |  |                                                                                       | No data – new for 2017/18 |                | No data – new for 2017/18 |                | 69%        | 72%            | The figure of 69% is just below the target of 72%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| Code   | Performance Indicator | Current Status | Short Term Trend | Long Term Trend | 2015/16 |        | 2016/17 |        | Q1 2017/18 |        | Explanation of Performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------|-----------------------|----------------|------------------|-----------------|---------|--------|---------|--------|------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        |                       |                |                  |                 | Value   | Target | Value   | Target | Value      | Target |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| CPO/02 | the required date     |                |                  |                 |         |        |         |        |            |        | and reflects the volume of CPO Unpaid Work Orders imposed, the increased imposition of Level 2 Unpaid Work Orders (> 100 hours imposed), and the reduced timescales to undertake hours imposed. Additional demand has also been created by Fiscal Work Orders which commenced in April 2015, where individuals are diverted and undertake unpaid work. Every effort is made to make engage as early as possible and ensure service users are supported to comply with agreed work days, and work is ongoing to maximise the use of other activity. Where individuals are unable to complete within the timescale for acceptable reasons extensions are sought from the court. This is a new indicator for 2017/18. |

### Local Outcome 03: Tackling inequality, ensuring opportunities for all

| Code           | Performance Indicator                                                                                                 | Current Status | Short Term Trend | Long Term Trend | 2015/16                   |        | 2016/17 |        | Q1 2017/18   |              | Explanation of Performance                                                                                                                                                                                         |
|----------------|-----------------------------------------------------------------------------------------------------------------------|----------------|------------------|-----------------|---------------------------|--------|---------|--------|--------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                |                                                                                                                       |                |                  |                 | Value                     | Target | Value   | Target | Value        | Target       |                                                                                                                                                                                                                    |
| CHS/LA C/01    | The percentage of children made subject to a supervision order that were seen by a supervising officer within 15 days |                |                  |                 | 87%                       | 100%   | 92%     | 100%   | 58%          | 100%         | There were 12 children with new supervision orders in the first quarter of 2017/18. Of these, 7 were seen within 15 days. Client compliance remains a challenge for the service in relation to these visits.       |
| CHS/LA C/02    | Percentage of accommodated Looked After Children placed with families                                                 |                |                  |                 | 83%                       | 83%    | 85%     | 83%    | 84%          | 83%          | The percentage of children looked after and accommodated with families remains stable and above the target of 83%. We will always aim to place children within families where it is safe and appropriate to do so. |
| CHS/LA C/CL/02 | Percentage of care leavers who have had a period of                                                                   |                |                  |                 | New indicator for 2017/18 |        |         |        | Not measured | Not measured | This indicator requires manual collation and has been reported every six months. It will be                                                                                                                        |

| Code         | Performance Indicator                                                   | Current Status                                                                        | Short Term Trend                                                                      | Long Term Trend                                                                       | 2015/16 |                | 2016/17           |                | Q1 2017/18                |                | 2017/18                     |                             | Explanation of Performance                                                                                                                                                                                                                                                                                                                                                                       |
|--------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------|----------------|-------------------|----------------|---------------------------|----------------|-----------------------------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              |                                                                         |                                                                                       |                                                                                       |                                                                                       | Value   | Target         | Value             | Target         | Value                     | Target         | Value                       | Target                      |                                                                                                                                                                                                                                                                                                                                                                                                  |
|              | homelessness in the last 6 months                                       |                                                                                       |                                                                                       |                                                                                       |         |                |                   |                |                           |                |                             |                             | provided quarterly in future reports. Data for the two quarters of 2017/18 will be available by mid-November 2017.                                                                                                                                                                                                                                                                               |
| CHS/LG BF/01 | Percentage of Looked After Children cared for in the community          |    |    |    | 94%     | Not applicable | 94% (provisional) | Not applicable | Not measured for Quarters | Not applicable | Not applicable for Quarters | Not applicable for Quarters | Finalised figures for Local Government Benchmarking Framework will be available from December 2017. Our own provisional figure indicates that the figure for 2016/17 will be 94%. Children's Services always aims to place children in community settings whenever it is safe and appropriate to do so.                                                                                          |
| RCPC/01      | Number of children on the Child Protection Register at quarter end date |    |    |    | 72      | Not applicable | 106               | Not applicable | 93                        | Not applicable | Not applicable              | Not applicable              | The number of children on the CPR is a snapshot taken at the end of the quarter and is subject to considerable fluctuation. The registration or deregistration of a large family group is one example of a factor which can affect it considerably. The register is one of a range of measures subject to regularly scrutiny by Renfrewshire Child Protection Committee.                         |
| CHS/AT T/01a | % of Leavers attaining literacy SCQF Level 4                            |  |  |  | 95.9%   | Not applicable | Not applicable    | Not applicable | Not applicable            | Not applicable | Not applicable              | 96%                         | Attainment for 2016/17 is compiled at a national level and figures will not be available until February 2018. Linear trend equation using 2013-2016 data predicts a decline in the % of leavers attaining literacy at level 4. Due to curricular changes this figure is very likely to reduce next year and therefore the target for 2017 aims to maintain current levels despite these changes. |
| CHS/AT T/01b | % of Leavers attaining numeracy SCQF Level 4                            |  |  |  | 92.1%   | Not applicable | Not applicable    | Not applicable | Not applicable            | Not applicable | Not applicable              | 92.5%                       | Attainment for 2016/17 is compiled at a national level and figures will not be available until February 2018. There has been a positive trend in this indicator over the past 3 years, however,                                                                                                                                                                                                  |

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                       |                                                                                       |                                                                                       |       |                |                |                |                           |       |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------|----------------|----------------|----------------|---------------------------|-------|
|              | due to curricular changes this figure is very likely to reduce next year and therefore the target for 2017 aims to maintain current levels despite these changes. Future years targets aim to bring numeracy in line with literacy.                                                                                                                                                                                                        |                                                                                       |                                                                                       |                                                                                       |       |                |                |                |                           |       |
|              | Attainment for 2016/17 is compiled at a national level and figures will not be available until February 2018. There has been a positive trend in this indicator over the past 3 years. Due to curricular changes this figure is very likely to reduce next year and therefore the target for 2017 aims to maintain current levels despite these changes. Future years targets aim to make more significant improvements as schools adjust. |                                                                                       |                                                                                       |                                                                                       |       |                |                |                |                           |       |
| CHS/AT T/01c | % of Leavers attaining literacy SCQF Level 5                                                                                                                                                                                                                                                                                                                                                                                               |    |    |    | 82.2% | Not applicable | Not applicable | Not applicable | Not applicable            | 82.5% |
|              | Attainment for 2016/17 is compiled at a national level and figures will not be available until February 2018. There has been a positive trend in this indicator over the past 3 years. Due to curricular changes this figure is very likely to reduce next year and therefore the target for 2017 aims to maintain current levels despite these changes. Future years targets aim to make more significant improvements as schools adjust. |                                                                                       |                                                                                       |                                                                                       |       |                |                |                |                           |       |
| CHS/AT T/01d | % of Leavers attaining numeracy SCQF Level 5                                                                                                                                                                                                                                                                                                                                                                                               |    |    |    | 71.4% | Not applicable | Not applicable | Not applicable | Not applicable            | 71.5% |
|              | Performance is slightly below the annual target as some services transferred to Renfrewshire Leisure (Go Mountain Bike, Bikeability, Sailability). The figure captures Duke of Edinburgh Award, Saltire, John Muir Award, Dynamic Youth Award, Youth Achievement Award through learning programmes and youth activities across school and community. Future targets will be revised.                                                       |                                                                                       |                                                                                       |                                                                                       |       |                |                |                |                           |       |
| CHS/AT T/04  | No. of opportunities for young people to achieve through accredited awards                                                                                                                                                                                                                                                                                                                                                                 |   |   |   | 931   | 930            | 1,004          | 1,030          | Not measured for Quarters | 1,130 |
|              | 2015/16 academic year results<br>Our most recent performance shows a slight drop from 2014/15 (906.3). As a result, this is the first year that Renfrewshire is below the national average (901.2).<br>Further analysis by stage provides a more detailed understanding of the reasons behind this decline. By comparing the total tariff of leavers with total tariff by cohort we can see that                                           |                                                                                       |                                                                                       |                                                                                       |       |                |                |                |                           |       |
| CHS/AT T/05  | Average total tariff score of all school leavers in Renfrewshire                                                                                                                                                                                                                                                                                                                                                                           |  |  |  | 888.0 | 904            | Not available  | 921            | Not applicable            | 931.5 |

Renfrewshire is above the national average and our virtual comparator in both S4 and S5. In S6, however, Renfrewshire has fallen behind both the national and virtual comparator for the middle 60% and highest 20% attainment cohorts. The biggest gap is within the highest 20% attainment cohort, suggesting that the highest achievers in Renfrewshire are not gaining Advanced Highers at the same level as their peers. The number of tariff points for an Advanced Higher 'A' grade is over double that of a Higher 'A' grade, therefore will improve the average tariff score considerably. An analysis of this has been presented to all secondary leadership teams and they were asked to consider this as part of their planning for session 17/18 and beyond.

2015/16 academic year results  
Attainment for 2016/17 is compiled at a national level and figures will not be available until February 2018. This figure represents an improvement since last year (626.2).

Renfrewshire is slightly below the national average (653.3). Further analysis of this figure shows that in S4, the average tariff score of pupils living in SIMD 30% most deprived areas is higher than national and in line with the virtual comparator. In S5, Renfrewshire pupils are still above the national average but have slipped behind their national comparator. In S6 the average tariff for Renfrewshire falls behind both the national and virtual comparator for pupils in the middle and highest attainment cohorts. As with the analysis of the total tariff for all school leavers, the largest gap is within the highest 20% attainment cohort. While the 2015/16 results represent an improvement, further consideration needs to be given as to how S6 attainment might be improved. This has also been presented to secondary teams and will be a focus in their planning in the session(s) ahead.

Attainment for 2016/17 is compiled at a national level and figures will not be available until

CHS/AT  
T/06  
Average total tariff score of pupils living in SIMD 30% most deprived areas



648.1

673

Not available

690

Not measured for quarters

700

CHS/AT  
T/07  
Percentage gap in average total tariff score of school leavers



37%

Not applicable

Not applicable

Not applicable

Not applicable

36%

|                                                                                                                                                       |                                                                                       |                                                                                       |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                |                |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| resident in SIMD 30% most deprived and those from the 70% least SIMD deprived Renfrewshire areas.                                                     | e                                                                                     | e                                                                                     | e                                                                                   | February 2018. The percentage gap has decreased in 2016 after a rise in 2015. There is no national comparator information available for this indicator therefore these targets may need to be reviewed if national data is made available. It is also important to note that a decline in 70% least deprived pupils average tariff would result in a decrease in the % gap, although the aim behind this indicator is to improve the average tariff of the 30% most deprived. |                |                |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| CHS/AT T/08<br>Average Total Tariff Score of Looked After Children (school leavers)                                                                   |    |    |  | 236.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Not applicable | Not applicable | 249   | Attainment for 2016/17 is compiled at a national level and figures will not be available until February 2018. Average total tariff for LAC leavers has been declining over the past 3 years. Target aims to maintain and build on 2016 data. 2016 target based on those LAC pupils (approx 20% each year) leaving with zero tariff points all gaining 2 NAT4 in 2017. The 2019 target expands the focus to those pupils gaining less than 50 points achieving an additional Nat 4 and Nat 5 in 2018 and a further NAT 5 in 2019 |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| CHS/AT T/09<br>Gap between the Average Total Tariff Score of Looked After Children (school leavers) and that of the total Renfrewshire leavers cohort |    |    |  | 73.4%                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Not applicable | Not applicable | 72.5% | Attainment for 2016/17 is compiled at a national level and figures will not be available until February 2018. The attainment gap for LAC children has been increasing over the past 3 years therefore targets aim to reverse this trend. These targets are in line with the targets for average total tariff points (all leavers) and average total tariff (LAC leavers). As both are targeted to increase the reduction in the attainment gap is expected to be gradual.                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| CHS/CL D/01<br>Number of adults participating in literacy and numeracy classes                                                                        |  |  |                                                                                     | 454                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 210            | 315            | 408   | 450                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | The explanation for the drop in adults who participated in literacy and numeracy classes, is due to the fact that last year we were working in a number of schools within family learning context as part of the Early Years Strategy and this work came to an end in March 2017.<br><br>We expect the numbers to rise considerably 2017/2018 as Family Learning, 'Pizza Reading Project' is now part of Renfrewshire Raising |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                               |                                                                                       |                                                                                       |                                                                                       |                            |                                                      |
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| Attainment Challenge and will be working in a number of schools throughout the authority.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                               |                                                                                       |                                                                                       |                                                                                       |                            |                                                      |
| CHS/EY/01                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | % of 3 and 4 year olds accessing 600 hours of early learning and childcare    |    |    |    | New indicator for 2017/18  | 93%<br>Not applicable                                |
| CHS/EY/02                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | % of entitled 2 year olds accessing 600 hours of early learning and childcare |    |    |    | New indicator for 2017/18  | 39.5%<br>Not applicable                              |
| CHS/LA C/CL/01                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Percentage of care leavers participating in employment, training or education |    |    |    | New indicator for 2017/18  | Not measured for Quarters<br>47%                     |
| This indicator requires manual collation and has been reported every six months. It will be provided quarterly in future reports. Data for the two quarters of 2017/18 will be available by mid-November 2017. This is a new indicator, replacing one which only looked at economic activity in care leavers up to the age of 19. It has been revised to reflect legislative changes which extend the age to which care leavers are eligible for support. Performance in relation to under-19s in 2016/17 was 45% against a target of 47%. The Throughcare service has invested in additional staffing to provide enhanced employability support. |                                                                               |                                                                                       |                                                                                       |                                                                                       |                            |                                                      |
| 2015/16 academic year results                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                               |                                                                                       |                                                                                       |                                                                                       |                            |                                                      |
| CHS/PD/01                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | % of School leavers in a positive destination                                 |  |  |  | 90%<br>93%<br>92.2%<br>94% | Not measured for Quarters<br>95%                     |
| The most recent leavers destinations data (2015/16) has shown that the percentage of school leavers in Renfrewshire who have gone on to a positive destination has increased. The figure was slightly behind the national average in 2016. This data is provided to Renfrewshire by Skills Development Scotland and data for 2016/17 is expected to become available in early 2018.                                                                                                                                                                                                                                                               |                                                                               |                                                                                       |                                                                                       |                                                                                       |                            |                                                      |
| CHS/SC H/07                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | % of children attending school (Primary)                                      |  |  |  | New indicator for 2016/17  | 95.3%<br>Not applicable<br>Not measured for quarters |
| 2016/17 academic year results                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                               |                                                                                       |                                                                                       |                                                                                       |                            |                                                      |
| Renfrewshire continues to maintain a high level of attendance in the primary sector exceeding 95%. This is an improvement on 2014/15, when the last data was published nationally (94.4%). Comparator information for 2016/17 data will not                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                               |                                                                                       |                                                                                       |                                                                                       |                            |                                                      |

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| be available until December 2017. However, this year's figure is marginally above the national figure for 2014/15. It is also higher than the attendance rate for other challenge authorities in 2014/15. A more accurate comparison will be provided when the information becomes available.                                                                                                                                                                                               |                                            |                                                                                     |                                                                                     |                                                                                     |                            |       |                |                           |                                      |
| 2016/17 academic year results<br>The attendance rate for Secondary has improved since 2014/15 (87.7%). However, it is still below the national figure that was published for 2014/15 (91.8%). Comparator information for the 2016/17 figure will be available in December 2017. In 2014/15 Renfrewshire had similar attendance rates to other challenge authorities. There is a focus within workstreams in the Attainment Challenge to improve attendance for specified cohorts of pupils. |                                            |                                                                                     |                                                                                     |                                                                                     |                            |       |                |                           |                                      |
| CHS/SC H/08                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | % of children attending school (Secondary) |  |  |  | New indicator for 2016 /17 | 90.6% | Not applicable | Not measured for quarters |                                      |
| % of young people choosing to stay onto S5 after January (as % of S4 roll at September previous year)                                                                                                                                                                                                                                                                                                                                                                                       |                                            |                                                                                     |                                                                                     |                                                                                     |                            |       |                |                           |                                      |
| CHS/SC H/09                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                            |  |  |  | New indicator for 2017 /18 |       |                | Not measured for quarters | This is a new indicator for 2017/18. |
| % of young people choosing to stay onto S6 (as % of S4 roll at September two years before)                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                                                                                     |                                                                                     |                                                                                     |                            |       |                |                           |                                      |
| CHS/SC H/10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                            |  |  |  | New indicator for 2017 /18 |       |                | Not measured for quarters | This is a new indicator for 2017/18. |

### Local Outcome 05: Working together to improve outcomes

| Code         | Performance Indicator                                                                  | Current Status                                                                        | Short Term Trend                                                                      | Long Term Trend                                                                       | 2015/16   |                | 2016/17       |                | Q1 2017/18                |        | Explanation of Performance                                                                                                                                                                                                                                                                                                                                                     |
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|              |                                                                                        |                                                                                       |                                                                                       |                                                                                       | Value     | Target         | Value         | Target         | Value                     | Target |                                                                                                                                                                                                                                                                                                                                                                                |
| CHS/LG BF/02 | Gross cost of "Children Looked After" in residential based services per child per week |  |  |  | £4,415.29 | Not applicable | Not available | Not applicable | Not measured for Quarters |        | <p>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 gross cost has increased from the previous year and checks will be carried out by Children Services Finance to ensure there are no issues with the figures.</p> |

| Code         | Performance Indicator                                                            | Current Status | Short Term Trend | Long Term Trend | 2015/16        |                | 2016/17        |                | Q1 2017/18                |        | Explanation of Performance                                                                                                                                                                                                                                                                                                                                                         |
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|              |                                                                                  |                |                  |                 | Value          | Target         | Value          | Target         | Value                     | Target |                                                                                                                                                                                                                                                                                                                                                                                    |
| CHS/LG BF/03 | Gross cost of "Children Looked After" in community placements per child per week |                |                  |                 | £349.04        | Not applicable | Not available  | Not applicable | Not measured for Quarters |        | 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 gross cost per child has decreased slightly from 2014/15.                                                                                                                     |
| CHS/LG BF/04 | Cost per pupil for primary schools                                               |                |                  |                 | £4,088.00      | Not applicable | Not available  | Not applicable | Not measured for Quarters |        | The cost per pupil for primary schools has increased from £4,071 in 2014/15 to £4,088 in 2015/16. The 2016/17 data will be available late 2017.                                                                                                                                                                                                                                    |
| CHS/LG BF/05 | Cost per pupil for secondary schools                                             |                |                  |                 | £5,767.00      | Not applicable | Not available  | Not applicable | Not measured for Quarters |        | The cost per pupil for secondary schools has increased from £5,577 in 2014/15 to £5,767 in 2015/16. The 2016/17 data will be available late 2017.                                                                                                                                                                                                                                  |
| CHS/SC H/04  | Percentage of parents satisfied with establishments Education Scotland Survey    |                |                  |                 | 95%            | 100%           | 91.1%          | 100%           | Not measured for Quarters | 100%   | Figures for this indicator are taken from parental responses to surveys sent out by inspectors. As such, they relate to a proportion of parents in a small number of schools. Schools included in 2016/17 are Johnstone High School, Houston Primary and Fordbank Primary.                                                                                                         |
| CHS/SC H/05  | Percentage of pupils satisfied with establishments Education Scotland Survey     |                |                  |                 | 89%            | 100%           | 84.1%          | 100%           | Not measured for Quarters | 100%   | Figures for this indicator are taken from pupil responses to surveys sent out by inspectors; in this case, it is the proportion responding positively to the statement "I enjoy learning at my school". As such, they relate to a proportion of parents in a small number of schools. Schools included in 2016/17 are Johnstone High School, Houston Primary and Fordbank Primary. |
| CHS/SC H/06  | Percentage of adults satisfied with local schools                                |                |                  |                 | 80%            | 100%           | Not available  | 100%           | Not available             | 100%   | The percentage of adults satisfied with local schools decreased from 91% in 2014/15 to 80% in 2015/16. A national average of 74% was recorded for 2015. This is based on the Scottish Household survey and data which is published every two years.                                                                                                                                |
| CHS/CO RP/01 | % of complaints responded to within timescales agreed with                       |                |                  |                 | Not applicable | 100%           | Not applicable | 100%           | 80%                       | 100%   | The figure of 80% relates to 3 overdue complaints out of 15 received. All frontline (Level                                                                                                                                                                                                                                                                                         |

| Code         | Performance Indicator                                               | Current Status                                                                      | Short Term Trend | Long Term Trend                                                                     | 2015/16       |        | 2016/17       |        | Q1 2017/18    |        | Explanation of Performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|              |                                                                     |                                                                                     |                  |                                                                                     | Value         | Target | Value         | Target | Value         | Target |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|              | customers                                                           |                                                                                     |                  |                                                                                     |               |        |               |        |               |        | <p>1) complaints were dealt with within timescales. Late responses were complaints where an investigation was required. Figures for previous years are not available on a like-for-like basis as separate systems were in operation for the former Education and Social Work services.</p> <p>Information on IDPs is not easily reportable given that different systems exist for the former Education and Social Work services. In addition, supervision and professional development for some groups of staff is specific to their profession. Some information is held centrally and some is held within individual schools/units/services. The implementation of ERP will allow the service to report more accurately on this indicator.</p> |
| CHS/CO RP/02 | % of Children's Services employees having completed IDPs            |  |                  |  | Not available | 100%   | Not available | 100%   | Not available | 100%   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| CHS/CO RP/03 | % of FOI requests completed within timescale by Children's Services |  |                  |                                                                                     | 100%          | 100%   | 100%          | 100%   | 100%          | 100%   | <p>The service received 57 requests during Q1 (April – June). All requests were responded to within the 20 day timescale. Figures for previous years are not available on a like-for-like basis as separate systems were in operation for the former Education and Social Work services.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |