

Agenda item 4

To: Education and Children Policy Board

On: 5 November 2015

Report by: Director of Education and Leisure Services

Heading: Service Improvement Plan 2015-2018 Monitoring Report

1. Summary

- 1.1 The children's services' service improvement plan for 2015/16-2017/18 was approved by education and children policy board in May 2015. The plan sets out how children's services will develop services over the next three years and details the specific measures which will be taken to contribute to the implementation of the council plan, single outcome agreement and community plan. It also sets out the actions which will be taken to deliver best value and ensure that continuous improvement occurs across all service areas. Our service scorecard of core performance indicators ensures that the impact of the actions carried out can be measured.
 - 1.2 In March 2015 education and leisure services provided an outturn report on what was achieved with the implementation of the Service Improvement Plan up to the end of March 2015.
 - 1.4 This current report contains details of performance over the period 1 April 2015 to 30 September 2015. The main purpose of this report is to provide elected members with an update of progress against the plan.
 - 1.5 The major factors that this service plan is responding to are the challenging financial environment and public sector reform which will need to be driven locally as well as responding to the national agenda, and the development of effective council and community plans to take the administration forward over the next period. The plan sets out the impact that these issues are having on the service and how the service is addressing them. Despite these challenges, the Service has continued to make the best possible use of its resources and consequently, there are significant achievements to report over this period.
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2 Recommendations

- 2.1 It is recommended that the education and children policy board:
- notes the progress that has been made on children's services' service performance;
 - notes the progress made on actions and performance in the action plan; and
 - agrees to review progress on service improvement plan implementation through an out-turn report in Spring 2016.
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3 Background

- 3.1 One of the main purposes of the service improvement plan is to enable elected members to take stock of what is happening in the service, and to consider and develop policy options which reflect changing circumstances both in terms of customer needs and resource availability in the context of the Council's priorities and the need to deliver best value.
- 3.2 The service improvement plan is a comprehensive statement of what the service intends to achieve. It takes account of the themes, actions, outcomes and targets set out in the council plan, single outcome agreement and community plan. The single outcome agreement and community plan detail how the Council and its partners will work together to deliver the vision, outcomes and targets for Renfrewshire.
- 3.3 Service improvement planning also provides the board with a mechanism for evaluating the performance of the service in terms of developing and improving services. The action plan lies at the core of the service improvement plan. This lists the priorities being addressed, the key tasks to be implemented over the plan period, the implementation timetable and details performance indicators against which progress can be measured.
- 3.4 Appendix 1 provides a summary of progress achieved over the period April to September 2015 in tackling the key areas set out in the service improvement plan action plan. This report provides the basis for assessing the effectiveness of the department.
- 3.5 Appendix 2 contains the core performance indicators in our balanced scorecard. These are the performance indicators which the service uses to measure how well we are performing in relation to our service priorities. The appendix shows the performance in relation to each core indicator for the financial year 2015/16. Full year performance and analysis will be provided at the out-turn report at the end of the financial year.
- 3.6 The next review of progress will be brought before the board in spring 2016, alongside a revised service improvement plan for the period 2016/17 to 2018/19.
- 3.7 This report is a key part of the public performance reporting framework, and it ensures that progress on core performance indicators is reported to the relevant policy board for them to note and to approve targets for future years.
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Implications of this report

1. Financial Implications

Priorities will be achieved using identified resources.

2. HR and Organisational Development Implications

None.

3. Community Plan/Council Plan Implications

Children and Young People

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

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

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

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

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

Empowering our Communities

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

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

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

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

Greener

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

Jobs and the Economy

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

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

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

Safer and Stronger

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

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

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

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

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

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

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

4. Legal Implications

None.

5. Property/Assets Implications

None.

6. Information Technology Implications

None.

7. Equality and Human Rights Implications

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because each policy option or decision contained within the report will be subject to impact assessment. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. Health and Safety Implications

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

9. Procurement Implications

None.

10. Risk Implications

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

11. Privacy Impact

None.

List of Background Papers

- (a) Service Plan 2015-2018 ECPB 14/05/15
- (b) Service Performance 2014-2017 Monitoring Report EPB 06/11/14
- (c) Service Improvement Plan 2014-2017 Outturn Report EBP 14/05/15
- (d) Service Improvement Plan 2014-2017 EPB 06/03/14

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

Education and Leisure Services

AL/TMcE/LG

29 October 2015

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Council plan theme: A better future – improved health, wellbeing and life chances for children and families				
Community planning theme: Children and young people				
Service outcome 1: Children, young people and families get the right support at a time when they need it through our partnership with other services				
Action Number	Action	Responsibility	Progress Bar	Progress on actions April 2015 to September 2015
1.1	Continue to implement GIRFEC and GIRFEL policies	Susan Bell	80%	Consultation on the implementation of the Child's Plan resulted in improvements being made which were discussed at all cluster meetings. An updated version of the Child's Plan was launched along on 1 September 2015, accompanied by revised guidance. Work to revise the staged intervention framework is ongoing.
1.2	Develop a plan to implement the GIRFEC elements of the Children and Young People Act, including Named Person and the single Child's Plan	Susan Bell	80%	An engagement day for secondary school pastoral support staff was held in May 2015. 5 GIRFEC practice model training sessions for around 300 education staff were also run in October 2015. Education reference groups for Named person and Child's Plan were set up to consider business processes outlined in Touchpoint Tools and feed into wider multi-agency GIRFEC action plan. New multi-agency governance arrangements are in place to ensure compliance with the parts 4 & 5 of the Children and Young People Act by August 2016. These arrangements include 3 workstreams focussing on Named Person, Child's Plan and Information Sharing reporting into the GIRFEC steering board chaired by the Director of Children's Services.
1.3	Review our single agency arrangements for screening and resource allocation to ensure partnership approach where appropriate	Susan Bell	100%	Revised education placement group processes are now in place.
1.4	Implement the Carer's strategy	Susan Bell	75%	There is ongoing liaison with schools to ensure effective links are made with the carer's centre and we continue to implement the young carer's action plan.

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1.5	Use improvement methodology to implement tests of change in relation to permanency planning	Children's Services Manager	50%	Work is well developed with the Centre for Excellence for looked after Children in Scotland (CELCIS) on a new approach, Permanency and Care Excellence (PACE). It is anticipated that PACE will deliver the outcomes which were initially envisaged in the concurrency planning approach. Over the past two years the number of children achieving permanency plans in Renfrewshire has increased. During 2014/15, 24 children were successfully adopted.
1.6	Use early intervention family learning and parenting programmes to raise expectations and aspirations of both children and adults to promote a culture that values family learning and achievement	Angela Conboy	50%	The adult learning and literacies service (ALLS) Pizza Reading is an early intervention family learning project that helps families to develop skills and confidence using a holistic social practice approach which focuses on early intervention methods around literacies. Pizza Reading was delivered in Linwood Community Childcare in Woodlands Primary school in April. Five families participated in the family learning programme and there was 100% attendance rate from all the families. Parents advised us that they enjoyed spending quality time and learning together as a family. This experience helped the families to develop an interest in reading stories to their children. English for Speakers of Other Languages (ESOL) families have become more active in their local communities through participating in ESOL Family Learning Summer programmes in Moorpark. The programme helped families build new networks in the local area and also built their confidence when engaging with community learning. Participating in the programme has helped ESOL families better integrate into their local community and alleviate feelings of isolation.

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1.6 /cont'd	Use early intervention family learning and parenting programmes to raise expectations and aspirations of both children and adults to promote a culture that values family learning and achievement	Angela Conboy	50%	A new parents group has been established in Ferguslie as a result of a very successful partnership between Families First and ALLS. To date the group has engaged eighteen families in the learning programme. The parents have completed the 'Ten Lessons for Life' confidence building course and are currently participating in the Steps to Excellence programme. There is a crèche provided for the families which supports 13 children, and this helps parents access the learning. The group meets weekly. Getting on With Your Child is a course where parents learn how to improve their communication skills with their children. Parents engaging in the programme have developed their confidence as well as their understanding of how to use an assertive approach within the parenting role. The course has been delivered in West Johnstone and Linwood and parents have expressed the view that it has helped them increase their confidence in being a parent.

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1.7	Implement the recommendations from the Scottish Government's Developing Scotland's Young Workforce	Laura McAllister	70%	The Skills 4 Success group met in June 2015 to evaluate progress on the 2014/15 operational plan (based on the recommendations of the Commission for Developing Scotland's Young Workforce) covering schools, college, modern apprenticeships, employers and equality. The majority of actions/aims within the plan have been completed, this includes developing a Renfrewshire wide approach to careers education; a vision for work experience; and a range of early interventions/early leaver programmes with priority given to looked after children. A consultation with pupils and parents was undertaken to determine the courses young people would like to study at West College Scotland during and post school. Courses in engineering and cookery were established as a result. We have also established an 'Invest in Young People Group' across the West College Scotland Region. Employers are engaging with establishments. A successful skills ambassador pilot took place in a number of secondary schools. Local businesses mentored targeted groups of young people. Partnership with the University of the West of Scotland (UWS) has seen all S6 pupils gaining access to UWS facilities. UWS students have acted as ambassadors in schools.

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1.7 /cont'd	Implement the recommendations from the Scottish Government's Developing Scotland's Young Workforce.		70%	Primary schools are organising world of work/employer engagement events. The STEM (science, technology, engineering and maths) strategy requires to be developed further and work to do this is ongoing. The short life working group to review the senior phase curriculum continued their work in 15/16. The Senior Leadership Development Programme 4 will continue to develop a DYW paper and suite of tools for Renfrewshire schools in 15/16.	
1.8	Work with partners in Development and Housing Services around supported employment opportunities for young care leavers	Children's Services Manager	50%	The service is working with a range of partners to link all initiatives relating to supported employment opportunities for care leavers, with a specific focus on the Council's corporate parenting responsibilities. Some initial work placements for young care leavers are underway at the moment as a result of this work.	

Council plan theme: A better future – improved health, wellbeing and life chances for children and families					
Community planning theme: Children and young people					
Service outcome 2: Vulnerable children and adults are protected and feel safe					
Action Number	Action	Responsibility	Progress Bar	Progress on actions April 2015 to September 2015	
2.1	Review and implement changes to our managing and storing information policy in line with national guidance	Susan Bell	50%	Guidance on sharing information with parents and on changing a child's name has been updated. Further work on information sharing and information storing will be informed by the multi-agency information sharing group.	
2.2	Update our child protection training programme to include training for trainers 5, internet safety, child protection and child sexual exploitation	Susan Bell	75%	A Training for Trainers 5 session has taken place and all trainers are now delivering training in child protection across the authority. A primary and secondary working group has been set up to review the current internet safety training being delivered across the authority. There are now 4 authority trainers for child sexual exploitation – there is a training programme to deliver single and multi-agency training in this school session.	
2.3	Continue to monitor child protection management information to ensure compliance with revised standard circular 57	Susan Bell	80%	All child protection referrals are now monitored at headquarter level which contributes to the Renfrewshire Child Protection Committee management information report.	
2.4	Continue to implement the provisions of the Equality Act 2010.	Tony McEwan	50%	Progress continues to be made in respect of our statutory obligations under the Public Sector Equality Duty. The Policy Working Group has approved a template for impact assessment within schools, and training is being delivered on a phased, cluster basis during the first term of session 2015/16. Information regarding employee data and gender pay gap was published on the Renfrewshire Council website during the Summer of 2015, alongside our equality outcome monitoring updates.	

Council plan theme: A better future, reduction in the causes and impact of poverty, improved health, wellbeing and life chances for children and families				
Community planning theme: Children and young people				
Service outcome 3: Children, young people and families benefit from services which are focused on getting it right at the earliest possible stage				
Action Number	Action	Responsibility	Progress Bar	Progress on actions April 2015 to September 2015
3.1	Develop a nurture strategy across all sectors focusing on early intervention, children's rights and the promotion of emotional literacy and wellbeing	Susan Bell	50%	Nurture strategy work is being led by educational psychology service and a literature review is currently being undertaken. A steering group has now been established to take this work forward.
3.2	Continue to develop the Promoting Positive Thinking Strategies (PATHS) programme in our primary schools	Susan Bell	50%	3 Renfrewshire schools were the first in Scotland to achieve PATHS model school status. An education psychologist has been allocated to link in to programme. There is ongoing liaison with Barnardo's. 3 new PATHS primary schools were taken onto programme from August 2015.

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3.3	Continue to embed and evaluate the early years and early intervention strategy and explore the possibility of extending to a further two geographical areas	Laura McAllister	70%	The early years' steering board and implementation group continue to meet regularly to review and discuss the progress and key milestones of the programme. A robust self-evaluation programme is in place which is monitored through the early years' strategy operational plan and impact report. In addition, the University of Glasgow has undertaken a very positive evaluation of the implementation of the programme which shows clear impact on the families who have engaged. Phase one of the early years and early intervention strategy is fully embedded in practice. The early years steering board development day in April 2015 identified further key activities for phase two of the early years' strategy. FamiliesFirst core teams' engagement continues to support families in Ferguslie and Linwood areas. An external evaluation report has been published which demonstrates the positive impact on families. The early years steering board approved extending the FamiliesFirst core team model into Foxbar, Johnstone and Gallowhill localities. Consultation with families and community groups within these areas is currently underway. The approved plan for delivering a more flexible model of early learning and childcare was implemented in August 2015. Provision for eligible two year olds has now been extended in line with the identified Scottish Government criteria. The uptake and demand for flexible provision will continue to be monitored, and where possible, adjusted to meet demand and need.

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3.3 /cont'd	Continue to embed and evaluate the early years and early intervention strategy and explore the possibility of extending to a further two geographical areas	Laura McAllister	70%	In line with the requirements of the Children and Young People Act 2014 further consultation was undertaken in October to determine parental preference and need in relation to early learning and childcare, breakfast clubs and other out of school provision. The Council has now planned the roll-out in three more localities in Renfrewshire using Tackling Poverty Action Plan.
3.4	Promote health and well-being among young people through peer education programmes	Angela Conboy	50%	Progress is being made in the delivery of peer education among young people, in both a school and community setting. A youth service offer for schools has been developed and promoted widely among secondary school establishments which includes peer education programmes. Youth work staff, working in each school, have established peer education programmes on a wide range of topics; including, sexual health, first aid, smoking cessation, internet safety, mental health and drugs and alcohol. Through a structured programme young people research the topic, consult with others, develop team work and presentation skills and prepare to deliver sessions to other young people. A peer education approach is also being used in other youth work activity; including, pupil council training, buddying, peer mentoring and the Duke of Edinburgh's Award. In a community setting a peer education approach has been adopted to deliver mental health awareness sessions among young people in community youth clubs and projects.
3.5	Tackle inequality in life chances which arise as a result of deprivation or other factors	Head of Childcare and Criminal Justice	50%	Children's Services are involved in a number of workstreams around the Tackling Poverty Strategy action plan, including in relation to Families First and the Cost of the School Day.

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Task Number	Task	Responsibility	Progress Bar	Progress on actions April 2015 to September 2015	
4.1	Implement the recommendations from the tackling poverty commission report	Heads of Service	50%	All workstreams have been allocated a lead officer and a governance structure is now in place which has established a programme management board and regular meetings of project leads. Project briefs have now been completed for all initiatives being led by Children's Services.	
4.2	Continue to develop the curriculum to ensure all children receive their entitlement under curriculum for excellence. In particular: • continue to improve levels of attainment for all; • evaluate the broad general education (BGE) in secondary schools; • continue to improve our approach and practices of transition; • continue to implement the 1+2 approach in modern languages; • increase the focus on developing literacy • evaluate the use of standardised assessment to support professional judgement through BGE • continue to implement the action plan of the Skills for Success group to develop Scotland's young workforce	Laura McAllister Tony McEwan	50%	Within the senior phase secondary schools are engaging with Insight in order to evaluate attainment and achievement. Levels of engagement with the tool across schools and consequent impact on progress and improvement is monitored through Insight visits which have been carried out by the Education Manager (Planning and Performance) and link education officer/Manager. In addition to this all secondary schools have been provided with a tool to aid analysis of component marks SQA results and related support and training is in place. Follow-up visits will take place in Spring 2016 to review school improvement plans. Attainment is now measured through four national measures which look at attainment in literacy and numeracy, improving attainment for all, leaver destinations and attainment vs deprivation. 2015 pre-appeal data has shown that Renfrewshire continues to improve attainment in literacy and numeracy at SCQF levels 4 and 5 and remain above our comparators. Similarly the total tariff scores for our lowest performing 20% of pupils continues to increase and is above our comparators and well above the national average. The remaining 80% of pupils have seen improvements over several years and their total tariff scores remain in line with our comparators but in line or above the national average. Our most recent leavers destinations data has shown that we have increased the percentage of school leavers who have gone on to a positive destination. Although we are marginally below our comparators, we are in line with the national average.	

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4.2 /cont'd	Continue to develop the curriculum to ensure all children receive their entitlement under curriculum for excellence. In particular: • continue to improve levels of attainment for all; • evaluate the broad general education (BGE) in secondary schools; • continue to improve our approach and practices of transition; • continue to implement the 1+2 approach in modern languages; • increase the focus on developing literacy • evaluate the use of standardised assessment to support professional judgement through BGE • continue to implement the action plan of the Skills for Success group to develop Scotland's young workforce	Laura McAllister Tony McEwan		Four secondary schools will receive an enhanced pilot service from Skills development Scotland to include coverage of senior phase, S2 and P7/S1 transition. A STEM (science, technology, engineering and maths) fortnight of employer engagement has been organised for primary and secondary schools A University of the West of Scotland (UWS) pilot enterprise event has been organised for our primary schools.

Council plan theme: A better future – improved health, wellbeing and life chances for children and families				
Community planning theme: Children and young people Jobs and the economy				
Service outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages				
Task Number	Task	Responsibility	Progress Bar	Progress on actions April 2015 to September 2015
4.3	Continue to monitor compliance with standard circular 8 to ensure continued reduction in schools exclusions	Susan Bell	50%	We are working with our management information function to improve our monitoring and reporting of exclusions. There are regular links made with establishments to reinforce and monitor the impact of our policy.

Council plan theme: A better future – improved health, wellbeing and life chances for children and families				
Community planning theme: Children and young people Jobs and the economy				
Service outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages;				
Task Number	Task	Responsibility	Progress Bar	Progress on actions April 2015 to September 2015
4.4	Review our provision of social, emotional behavioural needs (SEBN) support to secondary sector to ensure learners experience their entitlements under curriculum for excellence	Susan Bell	50%	A meeting took place between Children's Services and West College Scotland took in June 2015 to inform direction of strategy and a steering group has now been established. Consultation with some stakeholders has already taken place and will continue to be undertaken.
4.5	Review processes and practice to ensure the needs of all learners are met, particularly those who are outwith mainstream education provision	Susan Bell	60%	The protocol for looked after children outwith Renfrewshire has been reviewed. Following a review of specialist support and LAC teams the action plan is now being progressed. A new framework for transport providers of children with additional support needs is currently being developed.
4.6	Promote wider education achievement through accredited and non-accredited awards	Angela Conboy	50%	Over three hundred adult learners attended a celebration event in June 2015 organised by ALLS. Every learner received a Certificate to recognise their achievements for accredited and non-accredited learning. To date 20 ESOL learners have received SQA Level 3 in Everyday Life and SQA Level 4 Everyday Communication accredited qualifications as a result of attending ALLS ESOL provision. ALLS provided accredited SQA learning opportunities in the five SQA Core Skill Areas of communication, numeracy, ICT, Problem solving and working with others. To date 24 learners have achieved accreditation with ALLS.

Council plan theme: A better future – improved health, wellbeing and life chances for children and families				
Community planning theme: Children and young people				
Service outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages				
Task Number	Task	Responsibility	Progress Bar	Progress on actions April 2015 to September 2015
4.7	Develop skills for learning, life and work through quality youth and outdoor learning programmes	Angela Conboy	50%	Skills for learning, life and work are central to youth service delivery. Following a review the youth service team has devised and now delivers five key programmes to young people in a schools setting; including, 1) peer education; 2) pupil council training; 3) personal and social development; 4) digital skills development; and 5) forest schools. All of these programmes develop the skills and qualities that young people require to make a successful transition to young adulthood. From the beginning of term in August 2015 good progress has been made in the take up of these programmes. Over 700 young people are participating in these programmes, many of whom are have social, emotional and behavioural needs and are at risk of disengaging from learning. Accredited awards like the Dynamic Youth Award, Youth Achievement Award, John Muir Award and the Duke of Edinburgh's Award are being used to help young people reflect on their learning experiences, recognise their achievements and raising their confidence and aspirations. Community based provision through youth clubs, youth forums and creative projects have been effective in developing skills valued by employers and further and higher education providers.

Council plan theme: A better future – improved health, wellbeing and life chances for children and families				
Community planning theme: Children and young people				
Service outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages				
Task Number	Task	Responsibility	Progress Bar	Progress on actions April 2015 to September 2015
4.8	Build personal growth and resilience in adults through confidence building and motivational adult learning programmes	Angela Conboy	50%	ALLS has delivered Steps to Excellence courses to adult learners in various venues throughout Renfrewshire. Learners have been supported to develop their skills and knowledge in relation to improving their life chances and recognising what they are truly capable of achieving. A new parents group has been established in Ferguslie and is being delivered in St Ninian's Church. The group is a result of a very successful partnership between ALLS and Families First. Eighteen parents have engaged with the learning programme and are currently participating in Steps to Excellence. A new course called Ten Lessons for Life has been developed by ALLS team and it is now being delivered in local learning centres; Ferguslie, West Johnstone, Glenburn, Moorpark and Bargarran. The course encourages adult learners to begin the process of taking their first steps back into learning and build confidence, self awareness and how to overcome barriers to learning. Speakeasy course has been delivered to parents in West Johnstone Learning Centre. The course has helped parents to build their confidence and knowledge which helps them communicate more effectively with their children around sexual health. Getting on With Your Child is a course where parents learn how to improve their communication skills with their children. Parents engaging in the programme have developed their confidence as well as their understanding of how to use an assertive approach within the parenting role. The course has been delivered in West Johnstone and Linwood and parents have expressed that it has helped them increase their confidence in being a parent.

Council plan theme: A better future – improved health, wellbeing and life chances for children and families				
Community planning theme: Children and young people				
Service outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages;				
Task Number	Task	Responsibility	Progress Bar	Progress on actions April 2015 to September 2015
4.9	Increase participation rates of adult learners in Renfrewshire	Angela Conboy	50%	A range of outreach initiatives have been delivered by ALLS to engage adult learners in community based learning opportunities. This includes leaflet and posters drops in key areas such as schools, nurseries, local doctors, health centres and shops. Outreach staff have attended parent's evenings, community events and built networks with other agencies including social work, health visitors, schools and nurseries. A number of open days were held in ALLS learning centres throughout Renfrewshire in August to encourage new learners to access learning opportunities in their local community.
4.10	Develop and implement an action plan for improving the attainment of looked after children	Susan Bell	80%	An action plan is now in place and monitored by an 'improving the attainment of looked after children in Renfrewshire' working group. The key actions being progressed through the workplan relate to: • an improved accountability model for oversight of LAC educational improvement; • an improved management information framework for LAC; • development of a framework for session transition to target LAC; and • provide training and CPD opportunities for all education staff working with LAC.

Council plan theme: A better council – serving our customers and citizens

Community planning theme: Safer and stronger

Service outcome 5: Our approach to public protection makes communities safer.

Task Number	Task	Responsibility	Progress Bar	Progress on actions April 2015 to September 2015
5.1	Implement new arrangements flowing from the national review of criminal justice services	Criminal Justice Service Manager	30%	Strategic planning arrangements are in process to take forward the new model. A national strategy and national performance framework for community justice are anticipated to be available by March 2016. A Lead Officer Community Justice post has been created with recruitment in progress.
5.2	Implement fiscal work orders	Criminal Justice Service Manager	70%	A part-time officer post has been established within the unpaid work service to supervise the statutory orders, and sessional supervisory staff employed to manage the potential demand. Discussions are ongoing with Crown Office Procurator Fiscal staff to maximise referrals.
5.3	Establish strategic planning arrangements for community justice	Criminal Justice Service Manager	50%	A multi-agency transitions group has been established within Community Planning Arrangements, and a workshop held involving key partners. A 21.5 hour Post of Lead Officer Community Justice has been created until 31 March 2018, with recruitment in process. The first Renfrewshire Plan which is to focus on transition arrangements requires to be submitted to Scottish Government by 31 January 2016. The National Strategy and National Performance Framework are anticipated to be available by March 2016.

Council plan theme: A better council – serving our customers and citizens

Community planning theme: Safer and stronger

Service outcome 5: Our approach to public protection makes communities safer.

Task Number	Task	Responsibility	Progress Bar	Progress on actions April 2015 to September 2015
5.4	Develop the interface between youth justice services and criminal justice social work	Head of Child Care and Criminal Justice	50%	A whole systems team is being established. Criminal Justice Social Work has contributed a post to facilitate a consistent approach to this group of young people in meeting their needs. The Criminal Justice Scotland Act when introduced abolishes the Community Justice Authorities and places the responsibility for reducing reoffending within Community Planning Arrangements. The Act defines the range of key partners who will be responsible for reducing reoffending and requires engagement with relevant agencies, communities and those who offend, transition arrangements are in place to take this forward. Presently criminal justice managers consult with a range of stakeholders in relation to work carried out in Renfrewshire by those subject to Community Payback Order unpaid work requirements.
5.5	Ensure strong operational links between criminal justice social work and local addictions and mental health services as the health and social care partnership develops	Head of Child Care and Criminal Justice	50%	Services continue to be co-located within Backsneddon Street. The Criminal Justice Service Manager has joined the Alcohol and Drug Partnership (ADP) Operations Group. The ADP have supported a post to engage with female offenders. Operational links remain between the health services and Criminal Justice Social Work fieldwork and court teams. Drug Treatment and Testing Orders are delivered on a partnership basis.

Council plan theme: A better council – serving our customers and citizens

Community planning theme: Empowering our communities

Service outcome 6: Our schools and services take account of the views of people who use them, and the views of staff and communities they serve				
Task Number	Task	Responsibility	Progress Bar	Progress on actions April 2015 to September 2015
6.1	Engage with stakeholders to continue to improve the children's services support service	Susan Bell	0%	Engagement has been scheduled for December 2015.
6.2	Continue to engage with parents, on the reporting of pupil progress, profiling and achievements	Laura McAllister	50%	A short life working group is currently in place to review the authority approach to reporting to parents. This has membership from all sectors including professional organisations and is considering a range of issues, including profiling, tracking and monitoring, learner conversations and the role of the traditional parents' evening and report card. A draft guidance paper has been drawn up and following further engagement with the group and parents will be issued to schools at the end of this session.
6.3	Empower young people to have a voice, take part in decision making and make a positive contribution to the community through youth voice and volunteering	Angela Conboy	50%	Following the successful Scottish Youth Parliament elections in March 2015 our five members of the Scottish Youth Parliament (MSYPs) have been very active in campaigning and representing the views of young people. In particular MSYPs have been campaigning on concessionary travel, access to instrumental music tuition and child poverty. In June 2015 the youth service team was successful in hosting a Scottish Youth Parliament sitting, attended by over 150 MSYPs from all over Scotland. In August 2015 the youth service team facilitated a new form of youth engagement, where pupils from Gleniffer High School presented to the Children and Young People Thematic Board on issues such as transport, work experience, jobs and training and health. The youth service team is working to build on the success of the event and develop a calendar of other young engagement events with community planning partners and decision makers. Renfrewshire youth voice continues to be active in representing the views of young people and making a difference in the community. They are currently organising the annual Positive About Youth Awards. In respect to volunteering an initiative to encourage and incentivise volunteering is under development. The initiative will utilise the Young Scot National Entitlement Card, Reward Scheme and Youth Information portal to significantly raise the profile of volunteering among young people and highlight new and existing opportunities to volunteer. The initiative forms part of the Tackling Poverty Action Plan.

Council plan theme: A better council – serving our customers and citizens

Community planning theme: Empowering our communities

Service outcome 6: Our schools and services take account of the views of people who use them, and the views of staff and communities they serve

Task Number	Task	Responsibility	Progress Bar	Progress on actions April 2015 to September 2015
6.4	Strengthen our approach to engagement with our full range of stakeholders	All managers	50%	A consultation with ALLS learners took place at their Learner Celebration in June 2015. The survey provided an opportunity for learners to tell us about their learning experience with the service. 145 surveys were completed and 144 learners stated that they would recommend the ALLS to a friend. One survey was not completed at this question. ALLS family learning project (Pizza Reading) was awarded a Silver Award from Education Scotland in their Transforming Lives Through Partnership Working category. A number of families who had participated in family learning and other partners including head teachers, Families First team and nursery staff came along to discuss their experience of working with the project with the judges. This provided learners with an opportunity to express the impact that participating in project had on parents and children's learning. We continue to engage stakeholders in a number of key areas: the school estate management plan, the parent body through the parent council liaison groups, appointments of promoted school staff and within community learning and development. Additionally, our revised specification for standardised assessments include key stakeholder engagement in children's learning.

Council plan theme: A better council – serving our customers and citizens
Community planning theme: Empowering our communities

Service outcome 7: Our staff are skilled, knowledgeable and committed to their own professional development to support efficient and effective service delivery

Task Number	Task	Responsibility	Progress Bar	Progress on actions April 2015 to September 2015
7.1	Continue to implement Teaching Scotland's Future through the development of our leadership strategy and develop our progress and learning programme	Laura McAllister	50%	All teachers including NQTs have been offered and attended a wide and varied programme of training. Some examples include: • reflection against the professional standards; • coaching for leadership (PRD); • co-operative learning; • modern languages 1 + 2; and • dance. We are continuing to offer high quality professional learning opportunities for staff. The Professional Review and Development and Professional Update policy and support pack for schools has been agreed by the Joint negotiating committee for teachers (JNC) and the education policy board. All teachers across Renfrewshire Council have a copy of this policy and all line managers are now implementing it. There is a training programme in place to support effective implementation of the policy and the working group continues to meet to support the process and monitor and evaluate the success of implementation. The leadership strategy has been agreed and approved by JNC and education policy board. The strategy is now being implemented by raising awareness across all establishments and will be used in order to support the career long professional learning pathways for all teachers. Training sessions have been organised to support teachers with reflection against the Professional Standards. Training sessions have also been organised to support Professional Learning Coordinators / Reviewers in school with regards to coaching skills. A professional learning opportunity has been offered to all primary head teachers in relation to coaching learning sets. This training was delivered by Keep Learning which is a registered CPD provider with Education Scotland.

Council plan theme: A better council – serving our customers and citizens

Community planning theme: Empowering our communities

Service outcome 7: Our staff are skilled, knowledgeable and committed to their own professional development to support efficient and effective service delivery

Task Number	Task	Responsibility	Progress Bar	Progress on actions April 2015 to September 2015
7.1 /cont'd	Continue to implement Teaching Scotland's Future through the development of our leadership strategy and develop our progress and learning programme	Laura McAllister		We have six participants who have been given the opportunity to engage in the online professional learning activity – Aspiring Leaders. Network sessions have been organised with the other local authorities to support our participants and ensure that we build in sustainability in leadership development. We are currently working with the Universities of Strathclyde and Glasgow to offer a range of opportunities for teachers to undertake professional learning at SCQF Level 11 through West Partnership Funding. A two day leadership conference and intensive programme has been planned for the 12 Pre-five Centre Heads with the aim of building leadership capacity in the early years. Further consideration will be given on developing the leadership capacity of deputies and senior staff in early years establishments.

Council plan theme: A better council – serving our customers and citizens

Community planning theme: Empowering our communities

Service outcome 7: Our staff are skilled, knowledgeable and committed to their own professional development to support efficient and effective service delivery

Task Number	Task	Responsibility	Progress Bar	Progress on actions April 2015 to September 2015
7.2	Develop a programme of additional support needs (ASN) continuous professional development (CPD) to meet the needs of all staff in educational settings	Susan Bell	50%	The ASN CPD group continues to meet and action plan in place and on target. Survey to establish current training and need been sent to all heads of establishments.

Council plan theme: A better council – performance management framework and approach; managing assets				
Community planning theme: Children and young people Safer and stronger				
Service outcome 8: We develop our services as part of our commitment to becoming a 'Better Council'				
Action Number	Action	Responsibility	Progress Bar	Progress on actions April 2015 to September 2015
8.1	Develop and embed a shared vision and culture for the new Children's Services	Transition Manager	50%	An initial vision has been developed for Children's Services and is now being tested with a range of staff. The vision and culture will be explored as part of the staff conference in November 2015. Other methods of securing the feedback and input from staff are being developed. Work is 50% complete and on track for formal launch of the new vision and culture for the service in March 2016
8.2	Implement, with partners, the recommendations from the multi-agency inspection of integrated children's services in Renfrewshire.	Heads of Service	50%	The report from the Care Inspectorate has not yet been received. A structure has been agreed to ensure that any improvement actions recommended by the Care Inspectorate can be addressed on a multi-agency basis.

Council plan theme: A better council – performance management framework and approach; managing assets				
Community planning theme: Children and young people Safer and stronger				
Service outcome 8: We develop our services as part of our commitment to becoming a 'Better Council'				
Action Number	Action	Responsibility	Progress Bar	Progress on actions April 2015 to September 2015
8.3	Implement, with partners from the Renfrewshire Child Protection Committee, the recommendations of the Fatal Accident Inquiry into the death of Declan Hainey	Director of Children's Services	50%	The Fatal Accident Inquiry produced 4 recommendations which were accepted and implemented by Renfrewshire Child Protection Committee. Broadly the recommendation themes included: - oversight of staffing levels; - robust processes for when a notification of an "unseen child" is received; - provision of GP information to health and social work staff involved in child protection decision making; and - mandatory training in child protection guidance and protocols for professionals involved in the care of children of substance misusing parents. Health and social work children's services have reviewed their oversight of staffing levels within teams to further strengthen the monitoring of staffing levels and ensure that where any issues arise, effective action is taken. The West of Scotland child protection consortium good practice guidance 'Missing Children for whom there are Child Protection Concerns' was implemented in February 2010. Additional RCPC guidance was implemented in 2013 to strengthen response to "unseen children" and is currently subject to review.

Council plan theme: A better council – performance management framework and approach; managing assets				
Community planning theme: Children and young people Safer and stronger				
Service outcome 8: We develop our services as part of our commitment to becoming a 'Better Council'				
Action Number	Action	Responsibility	Progress Bar	Progress on actions April 2015 to September 2015
8.3 /cont'd	Implement, with partners from the Renfrewshire Child Protection Committee, the recommendations of the Fatal Accident Inquiry into the death of Declan Hailey	Director of Children's Services		Since 2012 joint health and social work monitoring arrangements have been in place to ensure that GPs are invited to meetings and share information where there are concerns for children in relation to parental addiction and/or child protection. A joint protocol is in place to facilitate this process. A child protection training toolkit has been developed for GPs in conjunction with the Health Boards Quality & Performance Committee, with a view to GPs receiving training every 3 years. Additionally, practices will have the responsibility for ensuring that all staff, including new staff are appropriately trained. The RCPC continues to provide multi agency training in relation to child protection and children affected by parental alcohol and/or drug use. The RCPC Training Group is currently undertaking an inter-agency training needs analysis to inform future provision.

Council plan theme: A better council – performance management framework and approach; managing assets				
Community planning theme: Children and young people Safer and stronger				
Service outcome 8: We develop our services as part of our commitment to becoming a 'Better Council'				
Action Number	Action	Responsibility	Progress Bar	Progress on actions April 2015 to September 2015
8.4	Continue to embed self-evaluation and improvement across all our establishments and services	Tony McEwan	50%	All establishments are undertaking self-evaluation against How good is our school, child at the centre and building our ambition. All establishments have completed a revised self-evaluation profile which is more focused on impact. A revised version of HGIOS was launched at the Scottish Learning Festival in September 2015 and we are currently revising our supporting documentation for establishments.
8.5	Deliver improvements to information systems to support joint working across the service and with partners	Michael Dewar	50%	Work is ongoing to identify best practice and prioritise activity across services and with partners

Council plan theme: A better council – performance management framework and approach; managing assets				
Community planning theme: Children and young people Safer and stronger				
Service outcome 8: We develop our services as part of our commitment to becoming a 'Better Council'				
Action Number	Action	Responsibility	Progress Bar	Progress on actions April 2015 to September 2015
8.6	Continue to develop and implement the school estate management plan	Ian Thomson	100%	Children's Services' school estate management plan (SEMP) was approved by the Education Policy Board in May 2014 and detailed plans for the first phase of the plan were approved by the board in August 2014. Very good progress is being made in the refurbishment and extension of Mossvale and St James' Primary Schools (including the integration of Mossvale Pre 5 Centre into the school building). Very good progress in the design development for the new build St Fergus' Primary School is also being made. Both projects are on programme and budget. Formal consultations have been concluded in relation to proposals to: relocate Bargarran and St John Bosco Primary Schools to a new build shared campus on the site of the existing of the existing schools; and the relocation of Foxlea Pre 5 and Community Learning Centre and St Paul's Primary School to a new build shared campus on the site of the existing school. Reports regarding responses to these consultation have been issued to Education Scotland for comment and reports on the outcome of the consultations will be submitted to the Education and Children Policy Board in January 2016: A proposal to consult on the relocation of Spateston Pre 5 Centre to a refurbished St Anthony's Primary School building was approved by the Education and Children Policy Board in August 2015 and a formal consultation commenced in September 2015. A report on the outcome of the consultation will be submitted to Education and Children Policy Board in January 2016.

Children's Services Improvement Plan Scorecard 2015-2018



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

Local Outcome Service Outcome 1: Children, young people and families get the right support at a time when they need it through our partnership with other services

PI code & name	Collection	Current Value	Current Target	Status	2015/16 Target	2016/17 Target	2017/18 Target	2018/19 Target	Latest Note
EL037 % of school leavers in positive and sustained destinations	Years	92%	90%		91%	92.5%	92.5%		The percentage of school leavers in positive and sustained destinations has risen from 90.2% in 2012/13 to 92% in 2013/14. The School Leaver Destination results for 2014/15 will not be available until December/January 2015/16. The figures are provided by Skills Development Scotland.
ELCMT23a Number of days lost per 1,000 Primary School pupils through exclusion	Quarters	0.7	8		8	8	8	8	At Q1 2015/16 this indicator is within the target range.

PI code & name	Collection	Current Value	Current Target	Status	2015/16 Target	2016/17 Target	2017/18 Target	2018/19		Latest Note
								Target	Target	
ELCMT23b Number of days lost per 1,000 Secondary School pupils through exclusion	Quarters	5.2	86		86	85	84	84		At Q1 2015/16 this indicator is within the target range.
RSW/CC/SCRA/03 Percentage of Children's Hearing system reports submitted within target time (National standard - 75%)	Quarters	-	75%		75%	-	-	-		A 2014/15 or Q1 2015/16 performance report in relation to Children's Hearing Reports is not available due to systems issues at the Scottish Children's Reporter's Administration. The trend has been one of improving performance in the most recent quarters for which data is available.
RSW/CC/SO/03 The percentage of children made subject to a supervision order that were seen by a supervising officer within 15 days	Quarters	100%	100%		100%	100%	100%	100%		Performance has improved in Q4 and in all cases the first visit was carried out within the target of 15 days. 22 new supervision requirements were put in place in the fourth quarter of 2014/15. This area is monitored closely to ensure maximum performance.
RSW/ILGB/CHN8a Gross cost of "Children Looked After" in residential based services per child per week	Years	£3,650.64	-		-	-	-	-		Local Government Benchmarking Framework figures are dependent on Local Government Finance Returns and will be available at the end of 2015. The gross cost per child decreased in 2012/13. The majority of residential placements are in-house, which contributes to lower costs than some other local authority areas. Ongoing negotiations with providers around costs for external placements and efficiencies from a review of services have also contributed to the reduction.

PI code & name	Collection	Current Value	Current Target	Status	2015/16 Target	2016/17 Target	2017/18 Target	2018/19		Latest Note
								Target	Target	
RSW/ILGB/CHN8b Gross cost of "Children Looked After" in community placements per child per week	Years	£353.61	-		-	-	-	-	-	Local Government Benchmarking Framework figures are dependent on Local Government Finance Returns and will be available at the end of 2015. The figure increased slightly between 2012/13 and 2013/14. We continue to place large numbers of children in foster care and with kinship carers. Although Renfrewshire has had higher than average usage of external foster carers, successful recruitment and retention means that most new foster placements are with local authority carers, which may lead to reducing costs in the future.
RSW/ILGB/CHN9 Percentage of Looked After Children cared for in the community	Years	92%	-		-	-	-	-	-	Local Government Benchmarking Framework figures are dependent on Local Government Returns and will be available at the end of 2015. This figure remains stable and we will continue to place children in the community whenever it is safe and appropriate to do so.
RSW/LAC/CL/02 Percentage of care leavers under 19 participating in employment training or education	Years	46%	42%		45%	47%	49%	50%	50%	The 2014/15 year end position in relation to the indicator for care leavers participating in employment, training or education has increased from 40% at year end in 2013/14 to 46% in 2014/15 and exceeds the target of 42%.
RSW/LAC/CL/05 Percentage of care leavers living in sustainable accommodation who have been in sustainable accommodation for 6 months or longer	Years	65%	65%		65%	65%	65%	65%	65%	The 2014/15 year end position in relation to the indicator for care leavers living in sustainable accommodation for 6 months or longer has decreased from 72% in 2013/14 to 65% in 2014/15.

Local Outcome Service Outcome 2: Vulnerable children and adults are protected and feel safe.

PI code & name	Collection	Current Value	Current Target	Status	2015/16	2016/17	2017/18	2018/19	Latest Note
					Target	Target	Target	Target	
CHS2 Number of bullying incidents in our establishments	Quarters	-	-		-	-	-	-	The data for this is currently being collated and will be available at the end of November 2015. New PI baseline to be established.
RSW/CP/CPR/02 Percentage of children registered in this period who have previously been on the Child Protection Register	Quarters	7%	-		-	-	-	-	The percentage of children registered this quarter who have been previously placed on the child protection register has reduced from 15% in Q4 of 2014/15 to 7% in Q1 of 2015/16. In Q4, there were 26 children placed on the child protection register, of which 4 children had previously been registered. Of the 4 children previously registered, there were 2 families, one of which contained siblings that had previously been registered. In Q1, there were 41 children placed on the child protection register, of which 3 children had previously been registered. Of the 3 children previously registered, there were 3 families, none of which contained siblings that had previously been registered.

Local Outcome Service Outcome 3: Children, young people and families benefit from services which are focused on getting it right at the earliest possible stage.

PI code & name	Collection	Current Value	Current Target	Status	2015/16 Target	2016/17 Target	2017/18 Target	2018/19 Target	Latest Note
ELS12.12.1b Number of adults participating in literacy and numeracy classes	Years	282	210		210	315	315	315	At Q1 2014/15 this indicator has exceeded the target range. Future year targets will be reviewed.
ELS12.4.3 Numbers of pupils engaged through the music service	Years	1,166	1,150		1,150	1,150	1,150	1,150	At Q1 2014/15 this indicator has exceeded the target range. Future year targets will be reviewed.
ELS14.3.1a Number of young people taking part in school based projects and programmes run by Youth Services	Years	742	750		875	1,000	1,000	1,000	At Q1 2015/16 this indicator is within the target range.
ELS14.7.1a Number of young people taking part in youth voice projects and programmes run by Youth Services	Years	113	160		170	180	180	180	At Q1 2015/16 this indicator is within the target range.
ICS/ASC/EBP/01 Number of children engaged in evidence based programmes.	Years	-	-		-	-	-	-	Baseline data is being gathered on this indicator. At present there are three evidence based programmes where children actively participate: Promoting Alternative Thinking Strategies (PATHS); Children Experiencing Domestic Abuse Recovery (CEDAR) and Functional Family Therapy (FFT). PATHS is delivered in 10 of Renfrewshire's Primary Schools. 3 of our Schools have achieved "model school status". There are only 8 schools in the UK achieving this status.

PI code & name	Collection	Current Value	Current Target	Status	2015/16	2016/17	2017/18	2018/19	Latest Note
					Target	Target	Target	Target	
									6 CEDAR groups have been delivered in Renfrewshire with almost 50 children completing the programme. Over 100 families have participated in FFT with a total of 136 children experiencing positive impact. Further work is required to refine this indicator moving from reporting on numbers participating to impact on behaviour.
ICS/ASC/EBP/02 Number of parents engaged in evidence based programmes.	Years	-	-		-	-	-	-	Data is currently being collected on the number of parents participating in the Triple P programme. This will be available for the out-turn report in 2016. The number of parents participating in the Incredible Years programme in 2014/15 was 207. Work is being taken forward to refine the reporting of this indicator moving from participation numbers to impact measures.
RSW/LAC/FP/01 The number of in house foster placements for Looked After Children (children placed)	Years	130	150		150	150	150	150	The number of children placed with in-house foster carers has shown a decrease on 2013/14 and is below the annual target of 150. The number of Looked After Children overall has dropped in 2014/15 and the number of children placed in in-house foster placements has remained steady as a proportion with 18.8% placed in local authority foster

PI code & name	Collection	Current Value	Current Target	Status	2015/16		2016/17		2017/18		2018/19		Latest Note
					Target		Target		Target		Target		
													carers as at 31 March 2015 compared to 18.4% as at 31 March 2014. The fostering team continue to recruit, train and support foster carers within a competitive market.
RSW/LAC/FP/04 Number of in-house foster placements over period, as a percentage of total fostering placements.	Quarters	100%	-		-		-		-		-		This indicator refers to new foster care placements in the period. The percentage of children placed in LA foster care placements in Q1 of 2015/16 has remained at 100% and is reflective of 16 out of 16 children being placed in LA foster care. Whenever possible we will place children with in-house foster carers and work is ongoing with the Scottish Government to ensure that young children are placed with permanent carers and do not remain in foster care.
RSW/LAC/LAC/01 Percentage of Looked After Children at home rather than away from home	Quarters	58%	65%		65%		65%		65%		65%		The percentage of children looked after at home has increased from 57% in Q4 of 2014/15 to 58% in Q1 of 2015/16. This is less than the target of 65%, however we will continue to place children in settings most appropriate to their safety and ongoing needs.
RSW/LAC/LAC/16 Percentage of accommodated Looked After Children placed with families	Quarters	81%	83%		83%		83%		83%		83%		The percentage of children looked after and accommodated with families has remained at 81% in Q1 of 2015/16 but continues to be slightly behind the target of 83%. We will always aim to place children within families where it is safe and appropriate to do so.

Local Outcome Service Outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages.

PI code & name	Collection	Current Value	Current Target	Status	2015/16	2016/17	2017/18	2018/19	Latest Note
					Target	Target	Target	Target	
CHSA1 % of Leavers attaining literacy and numeracy SCQF Level 4	Years	85.8%	86%		86%	87%	88%	88%	2015 pre-appeal data has shown that Renfrewshire continues to improve attainment in literacy and numeracy at SCQF levels 4 and 5 and remain above our comparators. Similarly the total tariff scores for our lowest performing 20% of pupils continues to increase and is above our comparators and well above the national average. The remaining 80% of pupils have seen improvements over several years and their total tariff scores remain in line with our comparators but in line or above the national average.
CHSA2 % of School leavers in a positive destination	Years	92%	92%		93%	94%	95%	95%	Our most recent leavers destinations data has shown that we have increased the percentage of school leavers who have gone on to a positive destination. Although we are marginally below our comparators, we are in line with the national average.
EL133.1 % pupils achieving qualification when engaged in learning experiences such as city and guilds/ XL/ ASDAN/ Vocational programme	Years	91.9%	92%		92%	92%	92%	92%	Revise PI in light of senior phase benchmarking tool.
ELCMT04 Average tariff score of the lowest attaining 20% S4 pupils	Years	133	79		80	85	90	90	This indicator has exceeded the target range. Future year targets will be reviewed.

PI code & name	Collection	Current Value	Current Target	Status	2015/16		2016/17		2017/18		2018/19		Latest Note
					Target		Target		Target		Target		
ELS10.09eii Attainment of Children at Higher Grade Level by all Children, by the end of S6	Years	30.3%	26%		28%		29%		29%		29%		This indicator has exceeded the target range. Future year targets will be reviewed.
ELS10.09eiv Attainment of Children at Higher Grade Level by Children from the 20% most deprived neighbourhoods (SIMD)	Years	14.17%	-		-		-		-		-		Data for this PI formerly came from the local government benchmarking figures. However, in light of new SQA qualifications it is no longer collected and will be revised in 2016/17.
ELS13.04.01 No. of opportunities for young people to achieve through accredited awards	Years	399	1,400		1,450		1,500		1,500		1,500		Performance indicator is on target. Data includes accredited awards delivered by youth services. Awards include the Duke of Edinburgh's Award, John Muir Award, Dynamic Youth Award, Youth Achievement Award, Heart Start, Saltire Award Bikeability, Go Mountain Bike and Sailability. Data does not include awards delivered by sport services which now reports through Renfrewshire leisure. Future year targets to be revised.
ICS/LAC/EDA/16 Average tariff scores for looked after children	Years	-	-		-		-		-		-		Data for this PI formerly came from the local government benchmarking figures. However, in light of new SQA qualifications it is no longer collected and will be revised in 2016/17..
SOA13ELS.01 Increase in the number of children and young people participating in sporting, cultural and citizenship activities. No. of opportunities for young people to achieve through accredited awards.	Years	-	-		-		-		-		-		The data for this PI is no longer available/ collected as responsibility transferred to Renfrewshire Leisure.

Local Outcome Service Outcome 5: Our approach to public protection makes communities safer.

PI code & name	Collection	Current Value	Current Target	Status	2015/16	2016/17	2017/18	2018/19	Latest Note
					Target	Target	Target	Target	
RSW/CJ/PO/02 The percentage of clients subject to supervision seen by a supervising officer within 1 week	Quarters	91%	92%		92%	92%	92%	92%	Performance is behind the target set. Where possible all clients are seen at court (if sentenced at Paisley), following sentence. All clients are then scheduled to attend the social work office within one week to see the duty social worker if their allocated worker is not available, this is then dependent upon client compliance. Supervision requirements imposed have increased by 18% since 2012/13 and 37% since CPOs were introduced, thus creating additional pressures for allocation, however improved performance indicates the importance awarded to early client contact.
RSW/CJ/SER/07 Percentage of Criminal Justice Social Work Reports submitted by due date (National Average 08/09 - 98.3%)	Quarters	99%	98%		98%	98%	98%	98%	Performance continues to exceed the target set, and reflects the priority staff assign to meeting this important deadline.
RSW/CJ/UW/03 Percentage of unpaid work orders/requirement completed by required date	Quarters	67%	72%		72%	72%	72%	72%	Performance is behind the target set. Whilst all clients may not meet the 3 or 6 month timescale due to issues/readiness, staff will request court extensions to ensure that timescales are agreed by the courts and all efforts are made to ensure that clients complete as required. The increased focus on

PI code & name	Collection	Current Value	Current Target	Status	2015/16	2016/17	2017/18	2018/19	Latest Note
					Target	Target	Target	Target	
RSW/CJ/UW/05 Percentage of new unpaid work clients scheduled to be seen within 1 day of the order	Quarters	78%	92%		92%	92%	92%	92%	and thus use of personal placements and other activity contributes to clients meeting the timescales.
									Performance is behind the target set. All clients subject to court reports are scheduled to be seen where possible, directed to attend the court social work unit and then to the community service office that day, or within 24 hours when appearing at courts outwith Renfrewshire . Even when scheduled given the short timescale it is then dependent upon client compliance. Of the 26 not scheduled within the timescale half were transferred in from external courts and a further third were already on an order. The remaining service users failed to comply, were in custody or transferred in from other areas.
RSW/CJ/UW/06 Percentage of new unpaid work clients seen within 1 working day of the order	Quarters	78%	65%		65%	69%	72%	75%	Performance is behind the target set. All clients subject to court reports are scheduled to be seen where possible, directed to attend the court social work unit and then to the community service office that day, or within 24 hours when appearing at courts outwith Renfrewshire . Even when scheduled given the short timescale it is then dependent upon client compliance. Of the 26 not scheduled within the timescale half were transferred in from external courts and a further third were already on an order. The remaining service users failed to comply, were in custody or
									transferred in from other areas.

PI code & name	Collection	Current Value	Current Target	Status	2015/16 Target	2016/17 Target	2017/18 Target	2018/19 Target	Latest Note
									transferred in from other areas.
RSW/CJ/UW/07 Percentage of new unpaid work clients receiving an induction within 5 working days of the order	Quarters	68%	77%		77%	77%	77%	77%	Performance continues to be behind target, delays relate to significant workload increases and legislative change which means that social work are not aware of all potential orders as reports are not required. Where clients are not seen by court social work, or there is delay in providing orders by external courts, the capacity to meet the timescales is limited. Where social work are undertaking reports appointments are scheduled for within the 5 days, usually the day of court, it is then dependent upon client compliance. Clients also regularly have more than one order and thus a further induction is not required and is thus not recorded, the statistics are therefore undergoing review.
RSW/CJ/UW/08 Percentage of new unpaid work clients beginning work placement within 7 working days of the order	Quarters	46%	61%		61%	61%	61%	61%	Practice remains behind target. This reflects changes and increasing demands on the service since 2010/11 when CPOs were introduced. Unpaid work can be imposed without a court report, thus services can be unaware of clients where orders have been imposed until the service receives the order which are often delayed from external courts. Workloads have increased dramatically, orders have increased by 115% since 2010/11 and 20% since 2012/13, and hours imposed by 57% since 2010/11 and 13% since 2012/13. This impacts upon

PI code & name	Collection	Current Value	Current Target	Status	2015/16	2016/17	2017/18	2018/19	Latest Note
					Target	Target	Target	Target	
									availability of work within required time periods. Clients also regularly also have more than one order and practice is to complete one prior to commencing the new order which affects the time periods recorded. Clients also fail to attend, are in custody, are breached or submit medical certificates which prevent them commencing. Overtime continues to be used where necessary, and new supervisory staff have been employed within available resources. Work is also continuing to maximise the use of other activity, this usage increased threefold from 2012/13 to 2013/14.

Local Outcome Service Outcome 6: Our schools and services take account of the views of people who use them, and the views of staff and communities they serve.

PI code & name	Collection	Current Value	Current Target	Status	2015/16	2016/17	2017/18	2018/19	Latest Note
					Target	Target	Target	Target	
CHSCUS1 % parents satisfied with establishments Education Scotland Survey	Years	86%	100%		100%	100%	100%	100%	This is an annual PI. The 2015/16 data will be available July 2016.
CHSCUS2 % pupils satisfied with establishments Education Scotland Survey	Years	86%	100%		100%	100%	100%	100%	This is an annual PI. The 2015/16 data will be available July 2016.
ELCMT12e1 % Adult education learners satisfied	Years	100%	100%		100%	100%	100%	100%	This is an annual PI. The 2015/16 data will be available July 2016.
ELS10.09bi % of Adults satisfied with local schools	Years	83%	100%		100%	100%	100%	100%	This is an annual PI. The 2015/16 data will be available July 2016.

Local Outcome Service Outcome 7: Our staff are skilled, knowledgeable and committed to their professional development to support efficient and effective service delivery.

PI code & name	Collection	Current Value	Current Target	Status	2015/16	2016/17	2017/18	2018/19	Latest Note
					Target	Target	Target	Target	
CHSAB1 Average number of days lost through sickness absence per FTE employee (all staff)	Years	7.22	-		-	-	-	-	New PI targets to be set following the creation of the children's services directorate.
CHSAB2 Average number of days lost through sickness absence per FTE employee (Teachers)	Years	6.06	-		-	-	-	-	New PI targets to be set following the creation of the children's services directorate.

Local Outcome Service Outcome 8: We develop our services as part of our commitment to becoming a 'Better Council'.

PI code & name	Collection	Current Value	Current Target	Status	2015/16		2016/17		2017/18		2018/19		Latest Note
					Target		Target		Target		Target		
EL018E % of eco schools that have achieved a green flag	Years	58.66%	62%		62%		62%		62%		62%		At Q1 2015/16 this indicator is within the target range.
ELS10.09ai cost per pupil for primary schools	Years	4,559.56	-		-		-		-		-		The 2014/15 data for this PI will be available January 2016.
ELS10.09aii cost per pupil for secondary schools	Years	5,581.78	-		-		-		-		-		The 2014/15 data for this PI will be available January 2016.
ELS10.09aiii Cost per pre-school place	Years	2,622	-		-		-		-		-		The 2014/15 data for this PI will be available January 2016.
ELS12.17.2 % of learning communities that have been inspected that have achieved a positive report	Years	100%	100%		100%		100%		100%		100%		The last inspection was of Castlehead Learning Community and took place in 2012/13. It received a 'very good' in the overall report maintaining the 100% record. Education Scotland were scheduled to complete an inspection of Linwood Learning Community in October 2014, however this was cancelled. It is expected that the inspection will be rescheduled in 2015.
RSW02f % calls answered within 5 rings by Social Work Services HQ	Quarters	-	97%		97%		-		-		-		Reports are not currently available for the new system therefore there may be a delay in future statistics. The project manager is aware of this. Significant periods of change related to the switch to IP Telephony at the end of the quarter affected the efficiency of the performance. Steps were taken to minimise disruption and performance was maintained at a high level above 95%. The new IP Telephony system has been designed to route calls effectively and ALL staff have voicemail to help them manage their own calls when they are not at their desk. It is accepted that it will take some time for staff to use the system

PI code & name	Collection	Current Value	Current Target	Status	2015/16	2016/17	2017/18	2018/19	Latest Note
					Target	Target	Target	Target	
									effectively at all times therefore performance may not improve immediately. Guidance and training has been provided to assist staff. This indicator reflects the performance of the former Social Work Service and work is under way to provide a disaggregated Children's Service indicator
FCSCREDSW01f % of invoices paid within 30 days by Social Work Services	Quarters	96.58%	90.5%		90.5%	90.5%	90.5%	90.5%	Performance on this indicator remains high and remains above target. The service will continue to ensure that performance is maintained. These figures reflect the performance of the former Social Work Service and work is under way to provide a disaggregated Children's Service indicator.
RSW08 % of FOI requests in a quarter completed within target by Social Work	Quarters	100%	100%		100%	100%	100%	100%	Performance on this indicator remains high and remains above target. The service will continue to ensure that performance is maintained. These figures reflect the performance of the former Social Work Service and work is under way to provide a disaggregated Children's Service indicator
RSWLP101 % of complaints with a final response within 10 working days (corporate standard)	Years	81%	88%		100%	100%	100%	100%	Performance fell short of the annual target and is under review. These figures reflect the performance of the former Social Work Service and work is under way to provide an aggregated Children's Service indicator