
To: Education and Children's Services Policy Board

On: 28 October 2021

Report by: Director of Children's Services

**Heading: Children's Services Service Delivery Plan 2021/22 Mid Year
Monitoring Report**

1. Summary

- 1.1. As a direct result of the pandemic and the focus on crisis response and recovery, alternative service planning arrangements are in place for 2021/22. Rather than Service Improvement Plans, each Director submitted a Service Delivery Plan covering a 12 month period. These plans set out the priorities for each service area as it continued to deliver a crisis response where required but also began to build back services and support the council's recovery and renewal agenda. The Children's Services Service Delivery Plan was approved by this Board on 18 March 2021.

This report contains details of Children's Services performance over the period 1 April 2021 to 30 September 2021. 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 2021-22 Service Delivery Plan;
- an assessment of performance in relation to the service scorecard of core performance indicators; and
- an overview of priorities for the service over the next six months.

- 1.2.1 The action plan is the core of the Service Delivery Plan. It sets out the priorities being addressed, the key tasks to be implemented, the implementation timetable and the measures of success. The service scorecard sets out a range of key indicators against which aspects of performance of the service are measured. Despite the challenges of maintaining services throughout different stages of restrictions, Children's

Services continued to deliver on its priorities; achievements over the last six months include:

- Adapting services and working flexibly in response to safe-working guidance, ensuring community needs are met and statutory obligations fulfilled;
 - Applying learning from local equity audit data and attainment information to shape our approach to raising attainment for all and close the poverty-related attainment gap;
 - Successfully adopting the Scottish Qualification Authority's alternative certification model in lieu of pupil examinations for the 2020/21 academic session;
 - The full roll-out of 1140 hours of early learning and childcare across early years establishments;
 - Publication of a Community Mental Health and Wellbeing Strategy which identifies a system-wide model of support for children, young people and families that provides the right help at the right time;
 - The excellent progress of the Promise Workstream to consider the local response to emerging national aims and priorities;
 - Providing 3000 digital devices to school pupils to support access to learning and home and equity of opportunity;
 - Delivering a comprehensive programme of staff training and development to support educational recovery for those most impacted by the pandemic, focussing on literacy and numeracy.
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2. Recommendations

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

- a) the contents of this report;
- b) the achievements of Children's Services during 2021/22 which fall within the remit of this Board; and
- c) that a mid-year report was presented to the Communities, Housing and Planning Policy Board on 29 October 2021 in respect of service areas falling within the remit of that board.

3. Background

3.1 Children's Services is responsible for the delivery of social work services to children and families, criminal justice social work, and early years, primary and secondary education. Much of what the service does is statutory; that is, there is a legal requirement for the Council to provide that service. Service delivery is a mix of universal provision (such as education), targeted provision (such as children's houses for accommodated children and young people) and specialist support (for example, criminal justice social work court services).

3.2 The operating context for services continued to be challenging throughout the first half of 2021/22. Social work services have continued to operate

throughout all periods of restriction delivering critical front-line services and adapting ways of working to support positive outcomes for service users and their families. Schools supported online learning during the second national lockdown and provided a robust assessment framework to ensure young people who had been due to sit national qualifications would still be recognised for their achievements. The continued requirement to implement public health measures within schools has an ongoing impact on learning and teaching as well as attendance.

4. Service Update and Key Achievements April-September 2021

- 4.1 The service has incorporated the learning from Scottish Government research when assessing the impact of the Covid-19 pandemic on Renfrewshire's communities. This has been enhanced with extensive engagement activity and information review at a local level to establish the specific experiences, needs and opportunities relating to Renfrewshire's children and young people. The principles of social renewal have shaped service priorities and provided a framework to guide recovery activity. Resource has been directed to the individuals and families who have been disproportionately impacted by academic disruption, reduced opportunities for socialising and the economic stress resulting from the pandemic.
- 4.2 Strong progress has been made in improving attainment across Renfrewshire, with evidence of highest attainment in listening and talking across primary stages. However, evidence from Renfrewshire's pupil equity audit suggests the poverty-related attainment gap has been negatively impacted by the pandemic. This is most evident in schools with relatively high levels of deprivation, with schools experiencing lower levels of deprivation showing comparatively smaller reductions in attainment. The service is responding by using this insight to inform a suite of targeted and evidence-based interventions to support schools in literacy and numeracy, with many of the actions being taken forward through the 2021/22 Education Improvement Plan.
- 4.3 The results from the Alternative Certification Method put in place for 2020/21 indicate that progress continues to be made. Initial analysis of attainment data for session 2020/21 shows that Renfrewshire's young people have performed well at all qualification levels. Despite a challenging year, high presentation rates were maintained. In some subject areas presentation rates were higher than in previous years. Pass rates also remained high across all stages. Attainment trends in Renfrewshire are similar to the national picture, although a full analysis for all local authorities will not be available until the release of Insight.
- 4.4 Renfrewshire is one of three local authorities who have piloted a Numeracy and Mathematics Recovery and Improvement approach since the spring of 2021. The aim of the project has been to address any learning loss which resulted from the pandemic, and to support ongoing improvements in learning, teaching and assessment. Data collection on the impact of the programme is ongoing, but thus far very positive outcomes have been

achieved and Renfrewshire's work in this area has been praised by Education Scotland.

- 4.5 Renfrewshire's Children's Services Partnership has recently produced its Children and Young People Community Mental Health and Wellbeing Strategy for 2021/22. Renfrewshire's young people have identified lasting feelings of anxiety and stress resulting from the disruption and curtailment to their lives over the course of the pandemic. For some, reduced opportunities for interaction and recreation have impacted personal development and created barriers to activity that otherwise contributes to overall health and wellbeing. The strategy identifies the need for priority work to improve understanding and language around mental health, and ensure interventions are accessible, targeted and proportionate. In support of this, extensive work is underway to develop a new family support service, a partnership between Children's Services, Renfrewshire HSCP and the third sector which seeks to improve the mental health and wellbeing supports available to children, young people and their families.
- 4.6 The service has continued to evidence effective stakeholder collaboration throughout the pandemic. Key activity such as the review and local application of Scotland's Independent Care Review – represented by The Promise report - benefits from representation from nine partner agencies across several workstreams. The overarching Oversight Group were successful in attaining £50,000 from The Promise Partnership to fund a Promise Ambassador. The Ambassador will coordinate a programme of consultation and engagement activity with children and young people who have experienced care and their families. Learning from this activity will be applied across the project and will evidence Renfrewshire's commitment to further embedding participation in the delivery and improvement of care services.
- 4.7 Excellent progress has been made in relation to the implementation of 1140 hours of high-quality early learning and childcare for all eligible children across Renfrewshire. Since August 2021, all children aged 3-5 years and eligible 2-year-olds are in receipt of this provision, in accordance with Scottish Government legislation. This success was achieved despite the challenges presented by the Covid-19 pandemic and consequential impact on necessary infrastructure development.

5. Areas where actions have been delayed or cancelled

- 5.1 All actions are progressing in line with planned timescales.

6. Progress against performance measures

- 6.1 Children's Services has 32 performance indicators covering services which fall under the remit of this policy board. Of these, 11 are collected quarterly over a financial year (1 April to 31 March) and 21 are annual indicators measured over an academic year (1 August to 31 July). Almost all the annual

indicators measure academic attainment and due to the time lag before figures are published, these are reported one year behind.

- 6.2 The service continues to demonstrate strong performance and improvement across several indicators. The percentage of care leavers participating in employment, training, or education at the quarter end date in 62%, exceeding the target of 55%. This represents an improved long term trend in performance, highlighting the continued efforts and effective work of the Throughcare team.
- 6.3 The service has maintained strong performance in ensuring looked after children are cared for in a community setting, with 93% of all children cared for in this way, exceeding the target on 89.9%. A small number of young people are placed in other settings where this is better aligned to their needs.
- 6.4 The majority of academic indicators will be updated when refreshed information becomes later this year. Changes to the assessment method over the 2020/21 academic session will impact the comparability with previous years.
- 6.5 The percentage of Stage 1 and 2 complaints responded to within timescales agreed with customers has fallen compared to last quarter, with values of 87% and 82% respectively, against targets of 95%. The number of complaints received over the period is low, meaning those not responded to on time have a relatively large bearing on the overall percentage. There were only 6 late responses in the quarter. Complaints dealt with at Stage 2, particularly those received by social work teams, tend to be complex and require in-depth investigation. The service will always focus on carrying out a full investigation rather than rushing to meet a timescale and this can occasionally result in a longer process for the complainant.

7. Priorities over the next six months

- 7.1 The service has a number of priorities for the next six months and beyond. Significant detail is described within a range of planning documents including the Renfrewshire Children's Services Partnership Plan and the Education Improvement Plan. The service will also draw upon the learning from the Council's Social Renewal Plan to ensure those resource is targeted to those data suggests have been most adversely impacted by the Covid-19 pandemic. Recovery from Covid, whether in schools, early years or social work services, will remain the focus for the rest of this year.
- 7.2 The service will collaborate with key stakeholder to progress the activity outlined in the Children and Young People Community Mental Health & Wellbeing Strategy 2021/22. Monitoring and evaluation areas will be developed to identify real world impact measures.
- 7.3 Tests of change arising from the review of Additional Support Needs provision are underway in a number of establishments. These will be monitored as part of an evaluation of the new locality based model prior to any roll-out.

- 7.4 A programme of awareness raising sessions relating to The Promise will take place across Council services. A comprehensive communications plan will be developed to support broader awareness raising activity for all stakeholders. The Promise working group will implement the BIG ideas plan, taking forward key tasks of the five Promise Pillars, including the development of a training plan, language review, and focussed work on family time and transitions between child and adult services.
- 7.5 The parental engagement partnership will commence to support schools with strengthening their approaches and roll out of national Parental Involvement and Engagement survey. This will include opportunities for parents to be more involved in helping schools set priorities and enhance the school communities.
- 7.6 Plans for a new Community Campus on Renfrew Road in Paisley, which will include a new home for Paisley Grammar, will be progressed. The project is scheduled for completion in 2027 and a design team is currently being sought. The new campus will allow the school to have greater outdoor space and add modern media, drama and sport facilities which the present site could never accommodate.
- 7.7 Children's Services will work with colleagues via the Renfrewshire Economic Recovery Group to deliver the priority work detailed in the Council's Economic Recovery Plan. This will focus on youth employment, promoting enterprise and entrepreneurial activity in Renfrewshire's high schools and supporting the most vulnerable to move into positive destinations post school.
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Implications of the Report

- 1. Financial** – This report highlights resourcing pressures arising from increasing demand for services and the current financial environment.
- 2. HR & Organisational Development** – none
- 3. Community/Council Planning** – the report details a range of activities which reflect local council and community planning themes.
- 4. Legal** – none
- 5. Property/Assets** – none
- 6. Information Technology** – Digital resources are now key to the delivery of services and strategies are in place to manage this.

- 7. Equality & Human Rights** - The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
- 8. Health & Safety** – Children's Services continues to follow current public health guidance in relation to the safe operation of care establishments, learning establishments and other working environments.
- 9. Procurement** – none.
- 10. Risk** – Risks related to the delivery and management of services are regularly monitored and included in Renfrewshire Council's Corporate and Strategic Risk Registers.
- 11. Privacy Impact** - none
- 12. COSLA Policy Position** – none.
- 13. Climate Change** - none

List of Background Papers: None

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Children's Services SDP Actions 2021-22

Report Type: Actions Report


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n Status	
	Cancelled
	Delayed
	In Progress
	Completed

Priority Strategic Priority 1: reshaping our place, our economy and our future


Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CS.SDP.21.01a	In partnership with SDS, West College Scotland, Invest in Renfrewshire, Developing the Young Workforce and other council services, review supports being offered to the most vulnerable in terms of moving into positive destinations post school.	This will provide a more coordinated approach to ensuring that all young people, particularly the most vulnerable, are given the best opportunities and supports to move into positive future pathways.	30-Jun-2021	<div><div>100%</div></div>	The initial work has been completed and ongoing partnership work around this takes place through the recently established Renfrewshire Economic Recovery Group, chaired by Steven Quinn and whose membership is made up of the partners named in the action and other officers from Children's Services. This group has its own actions and timescales relating to ongoing supports to ensure vulnerable young people can move into positive destinations post school.	Education Manager (Senior Phase)


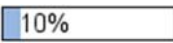

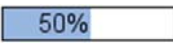

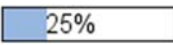

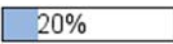
Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CS.SDP.21.01b	Develop and extend bespoke pathways and programmes on literacy and numeracy to support the recovery programme for all establishments through a differentiated approach	Attainment data will demonstrate improvements in literacy and numeracy attainment.	30-Jun-2021	<div><div>100%</div></div>	<p>A programme of Career Long Professional Learning (CLPL) and supporting resources on 'Effective Differentiation' has been shared with all establishments. 215 teachers from 38 schools attended focussed training on raising attainment in reading and writing.</p> <p>Renfrewshire has become the first Scottish local authority to offer Dolly Parton's Imagination Library to all children aged 2-5, providing which free books to age-qualifying children.</p> <p>60 participants who signed up for our Limitless Learning course completed all twilight sessions and online modules. The course equips participants to effectively support children with their educational recovery.</p> <p>65 practitioners from 9 primary schools undertook Maths Recovery training as part of Education Scotland's Numeracy Improvement Pilot and have begun planning a practitioner enquiry based on their learning for the coming session.</p> <p>103 practitioners from Primary and Early Learning Centre's attended training on using the SEAL maths approach in a play-based setting.</p> <p>Our Numeracy Champions network meeting was attended by Champions from most primary schools. This involved shared planning of professional learning for the 21/22</p>	Education Manager (Curriculum)

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						session which has informed school improvement plans.	
	CS.SDP.21.01c	Progress work to increase the use of digital technology within learning and teaching and to deliver professional development opportunities to support this.	Children and young people have the appropriate digital skills required by employers and staff are equipped to keep up to date with the pace of change.	31-Mar-2022	<div><div>25%</div></div>	<p>To improve our infrastructure and ensure that all children, young people and schools have access to hardware, Wi-Fi and well-researched digital platforms/software to ensure equity and improve outcomes £1.5 million has been invested in a range of digital resources. 1600 Chromebooks were allocated to Senior Phase young people and 150 are being managed centrally to support identified children access remote learning due to self-isolating or shielding. 500 dongles were distributed to ensure that all children and young people had internet access to support learning at home. Investment has been targeted to ensure equity across the authority. 1000 additional staff laptops were purchased across all establishments for access to provide digital access for all teachers. To ensure staff are able to keep up to date with device investment, a range of Career-Long Professional Learning (CLPL) has been offered to all sectors, with input from Early Years, Primary and Secondary staff.</p> <p>To date, 95% of schools have engaged directly in CLPL sessions or bespoke training. These include weekly drop ins for Digital Learning Champions (DLC) and sessions led through our partnerships with Apple,</p>	Head of Curriculum and Quality

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						Education Scotland, Google and Microsoft. So far over 300 staff have attended. Evaluation has shown success of these sessions, with 98% of staff rating course material very helpful for learning and teaching.	




Priority Strategic Priority 2: building strong, safe and resilient communities

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CS.SDP.21.02a	Provide high quality professional learning, resources and supports in schools to improve the mental and emotional wellbeing of children, young people, staff and parents during the recovery period and beyond.	<p>All practitioners have an enhanced knowledge and understanding of programmes, resources and strategies available to support their own wellbeing and that of CYP. All practitioners have the skills to effectively support CYP.</p> <p>Almost all practitioners use evidence-based programmes and approaches in the learning and teaching of mental, emotional and social wellbeing.</p> <p>All CYP requiring specialist HWB services e.g. Counselling, receive timeous support to cope with issues and build resilience.</p>	31-Mar-2022	<div><div>75%</div></div>	<p>A range of high quality professional learning has been delivered to school staff. This has included MVP, online safety (CEOP), relationships & sexual health, LGBT and assessing wellbeing. The Mental Health Action Group launched Renfrewshire's digital Mental Health and Wellbeing Policy for all education establishments. The policy was developed to encourage a consistency across all establishments highlighting universal and targeted supports.</p> <p>Almost all establishments use evidence-based programmes in the learning and teaching of mental, emotional and social wellbeing. This includes Living Life to the Full (now in all secondaries) and PATHs (in 30 establishments).</p> <p>Both The Exchange and Place2Be provide very good school-based counselling services to support children and young people across our primary, secondary and ASN schools.</p>	Education Manager (Wellbeing)



Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						They have been flexible in delivery models to ensure continued support of CYP during remote learning periods. These services are supporting improvements in the emotional wellbeing of children, young people, staff and families. (stats available)	
	CS.SDP.21.02e	Implement new national guidance on child protection.	Child protection practice is further enhanced and strengthened in line with recommendations. Child protection practice is further enhanced and strengthened in line with recommendations.	31-Dec-2021		The new national guidance was not published until September 2021. The Child Protection Advisor will lead the development of updated procedures for Renfrewshire. The new procedures will require additional training for staff. Preparatory work is being taken forward.	Head of Childcare and Criminal Justice
	CS.SDP.21.02f	Undertake a review of current practice against the recommendations of The Promise and identify areas for improvement	Looked after children and care experienced young people have better outcomes and a more positive experience of care; feel listened to and valued; are able to build and maintain good relationships.	31-Mar-2022		A working group has commenced the review of current practice in social work and schools. The group is making good progress and has initiated some initial changes to practice. The group is preparing a plan for other areas of improvement.	Children's Services Manager
	CS.SDP.21.02g	Develop an evaluation framework for measuring progress in implementing The Promise	Looked after children and care experienced young people have better outcomes and a more positive experience of care; feel listened to and valued; are able to build and maintain good relationships.	31-Mar-2022		A cross sector working group to consider the Renfrewshire response to the Promise has been established. Five work streams have been agreed and the chairs of the workstreams are developing an evaluation framework with the National Promise Team.	Children's Services Manager
	CS.SDP.21.02h	Lead on delivery of some of the recommendations of the Alcohol and Drug Commission, specifically related to Personal and Social Education in schools, addressing mental health issues	The negative impact of drug and alcohol use on our children and young people is reduced and families can access the right services which will support them to provide healthy environments	31-Mar-2022		Significant early progress is being made with the establishment of new partnership approaches to children's mental health and wellbeing referral services. The project board has agreed the development and	Director of Children's Services

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
		in children and young people, and reviewing family support provision.	for their child. The impact of alcohol and drug use in terms of offending behaviour is recognised and appropriate referrals and services are made to support rehabilitation and reduce offending.			implementation of approaches which direct resources of Homelink services to focus in a more targeted way to support families in need. Significant work continues through the development of PSE programmes for schools which will support school staff to better address issues at a school level.	


Priority Strategic Priority 3: tackling inequality, ensuring opportunities for all

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CS.SDP.21.03a	Implement the recommendations of the ASN review	Children and young people are supported to remain in mainstream education with their peers	31-Mar-2022	<div><div>70%</div></div>	The ASN & Inclusion locality model has been shared with key stakeholders. A number of small tests of change are underway across sectors which will test and take forward improvements outlined within the locality model.	Education Manager (ASN)
	CS.SDP.21.03b	Ensure full implementation of 1140 hours of high-quality early learning and childcare for all eligible children across Renfrewshire from August 2021.	High quality early learning and childcare will support children to fulfil their potential and contribute to closing the attainment gap.	31-Jul-2021	<div><div>100%</div></div>	Renfrewshire Council has fully implemented the expansion of 1140 hours of early learning and childcare to eligible children, with all children aged 3 to 5 years and eligible 2 year olds now receiving this provision. This is despite a delay, due to the Covid pandemic, in some of the Council's planned infrastructure work required to support the expansion.	Education Manager (Early Years)
	CS.SDP.21.03c	Further support schools by adding value to central and school level interventions and approaches in order to close the	Improvement planning is better integrated at both school and central level.	31-Mar-2022	<div><div>25%</div></div>	To support improvement planning, head teachers were involved in a planning meeting focused on data from our equity audit and evidence	Attainment Challenge Project Manager

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
		poverty related attainment gap whilst raising attainment for all	<p>The attainment gap between our most deprived children and least deprived children and young people is reduced.</p> <p>Improved health and wellbeing measures for all children and young people.</p>			<p>based approaches in raising attainment in literacy and numeracy, closing the poverty related attainment gap and improving health and wellbeing. Education Managers are supporting individual schools with the implementation of their improvement plan ensuring that there is a synergy between our central Attainment Challenge offer to schools.</p> <p>Attainment and senior phase data has been updated and collated providing an overview of the attainment gaps following the pandemic. Our data is in line with national figures in relation to the poverty related attainment gap. The data will be used to further support schools and to target central interventions and resources to close the attainment gap where it is most needed.</p> <p>Very good progress has been made in relation to improving children and young people's health and wellbeing. A Community Mental Health and Wellbeing strategy has been launched outlining four main priority areas. We want all of our children, young people and families to get the right help at the right time, to expect recovery, to fully enjoy their rights, free from discrimination and stigma. By working together with partners, we aim to deliver a system-wide provision of mental health and wellbeing supports for all, at the level of early intervention.</p>	


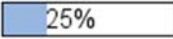

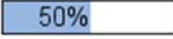
Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CS.SDP.21.03e	Ensure Renfrewshire is a 'Child Friendly' place where children are nurtured and thrive.	All children in Renfrewshire have the best possible start in life.	31-Mar-2022	<div><div>50%</div></div>	A sustainable approach to nurturing relationships is in place across all educational establishments. We have continued to embed Renfrewshire's Nurturing Relationships Approach and build sustainability across all engaged establishments through the further development of leadership training, training for trainers and iLearn modules	Director of Children's Services
	CS.SDP.21.03f	Develop the Mental Health and Wellbeing Strategic Partnership with Barnardos to address the causes and symptoms of poor mental health in children and young people.	Children and young people enjoyed improved mental health and can access appropriate support if and when they need it.	31-Mar-2022	<div><div>50%</div></div>	The work with Barnardo's has been progressed to influence the development of the mental health strategy. This work has been incorporated into the overall children and mental health strategic group.	Head of Childcare and Criminal Justice


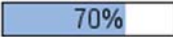

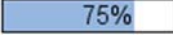
Priority Strategic Priority 4: creating a sustainable Renfrewshire for all to enjoy



Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CS.SDP.21.04a	Continue to work with other council services to deliver improvements to the school estate which offer a high degree of environmental sustainability and energy efficiency.	Following the Council's declaration of a climate emergency in June 2019, the delivery of this action will make a critical contribution towards Renfrewshire being carbon neutral by 2030.	31-Mar-2022	<div><div>25%</div></div>	The energy management unit continues to implement energy efficiency initiatives to ensure environmental sustainability continues to improve within the education estate. Site surveys are regularly undertaken to determine what measures are required to improve the credentials of our buildings while maintaining a level of comfort which enhances the educational experience of children, young people and staff in sustainable spaces which are fit for learning and teaching. At this time the	Education Manager (Resources)



Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						EMU is also monitoring gas consumption in the education estate to determine the impact of increased ventilation requirements, resulting from Covid mitigations, on usage and budget.	


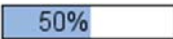

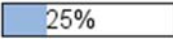

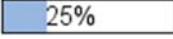
Priority Strategic Priority 5: working together to improve outcomes

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CS.SDP.21.05a	Continue to support and strengthen leadership capacity of senior school staff to support delivery of school recovery programmes	<p>Leadership capacity is enhanced enabling fulfilment of school recovery programmes.</p> <p>Senior school leaders feel valued and supported to carry out their role with confidence and competence.</p> <p>Distributive leadership is increasingly evident across all establishments.</p>	31-Mar-2022		<p>The latest iteration of the Aspiring DHT course has concluded. Participants stated the training had made them more reflective/evaluative in relation to their leadership style and actions, increased awareness of the role/remit of Depute and increased confidence in pursuing the role in the near future.</p> <p>One HT and seven DHT Learning Sets have concluded. The Headship Bespoke Coaching and Mentoring Programme has also finished, with evaluations showing complete satisfaction with the approach, the positive impact on practice in school and the professional development gains.</p> <p>The format for the 2021/22 Drummond Step Back workshops for HTs have been agreed though this is dependent on Covid restrictions.</p>	Education Manager (Professional Development and Leadership)
	CS.SDP.21.05b	Using the new Devolved School Management (DSM) Guidelines		31-Mar-2022		Engagement with stakeholders is ongoing with a revised draft scheme	Head of Schools

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		on school funding decisions for Local Authorities, published in June 2019, resume the collaborative work to update the authority's Delegated Management of Resources (DMR) Scheme by April 2022				of delegation developed. This will be consulted on during autumn 2021 with a view to an agreed scheme presented to elected members in January 2022 for approval and implementation in the new financial year (2022/23).	
	CS.SDP.21.05c	Continue to participate in school, cluster, and regional moderation and pilot engagement with the West Partnership moderation portal.	Staff will be skilled and confident in using a differentiated approach to meet learning needs of children and young people.	31-Mar-2022		A programme of Career Long Professional Learning (CLPL) and supporting resources on Assessment has been shared with all establishments. Due to Covid 19 there has been limited involvement in the West Partnership.	Education Manager (Curriculum)
	CS.SDP.21.05d	Review and adapt the Quality Improvement Framework, to align with recovery planning processes, and to promote empowerment and greater collaboration between establishments.	Establishments are supported and challenged to recover and improve through continued implementation of our robust QIF.	31-Mar-2022		During the last academic session, our planned QI programme adapted and evolved to meet the needs of school and early years communities and to assist the recovery process in our aim to achieve equity and excellence across all establishments. To ensure leaders felt supported, Education Managers/EY Officers visited all establishments twice and chaired regular online small group meetings with their link Heads to provide information updates, share practice on what was working particularly well, and provide time for open discussion on issues arising. Standing items on the agenda for the meetings had a strong focus on equity (for example, arrangements for monitoring vulnerable children and young people, tracking of remote learning and online engagement, IT	Education Manager (Wellbeing)

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						<p>hardware inequities and use of PEF/Cost of the School day funds to support families). Feedback from Heads indicated that they very much valued these opportunities to collaborate in small groups with colleagues who were experiencing similar challenges. These small group meetings will continue next session. Guidance and advice to establishments on improvement planning and reporting on standards and quality has evolved in response to unfolding events. In line with Scottish Government advice, establishments have been issued with clear guidance and advice on reporting and planning. A refreshed approach has been developed for academic session 21/22 in consultation with Heads and Education Scotland colleagues. Education establishments will continue to be supported and challenged to improve through a more empowering and collaborative programme of QI activities.</p>	
	CS.SDP.21.05e	Support schools with the process of determining SQA provisional grades by setting up subject networks of Principal Teachers/Faculty Heads to allow moderation and validation of assessments to take place across schools.	Estimate grades for all young people will accurately reflect their learning and progress across all national qualifications.	30-Jun-2021	 100%	This action is complete and young people were advised of their grades in August 2021.	Education Manager (Senior Phase)

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CS.SDP.21.05h	Undertake a review of 'lessons learned' from lockdown and identify where face-to-face meetings in social work can be reduced.	Children and young people are required to attend fewer statutory meetings, reducing the impact on education and wellbeing.	31-Mar-2022	<div><div>50%</div></div>	A mixed-mode approaches to formal meetings in continuing for work relating child protection and Looked After reviews. Service users tend to prefer to attend in person while professionals from other agencies dial in via video. The approach is working well in the main, however, there are challenges when particularly sensitive or fraught matters require discussion. Practitioners continue to use their professional judgement about the most appropriate means of conducting meetings, while maintaining Covid safety. It is likely that mixed-mode approaches will continue in the longer term for some meetings. Evaluation continues.	Quality Assurance and Practice Development Manager
	CS.SDP.21.05i	Review options for retaining some home-based working for social work staff	Productivity is improved and staff enjoy improved work-life balance.	31-Mar-2022	<div><div>50%</div></div>	All practitioners are based at home and attend the office for essential meetings with colleagues and service users, and also to use printers and other facilities. The mixed approach is working well for some practitioners, however, there is an emerging concern about the impact of isolation from colleagues upon professional development and personal wellbeing, particularly in regards to more junior staff and those who have joined the Council during the pandemic. We are continuing to monitor this and consider how we can maximise positive effects of home-based working while mitigating any negative impacts.	Quality Assurance and Practice Development Manager

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CS.SDP.21.05j	Work with HR to develop priority actions for Children's Services to support implementation of the council's new People Strategy.	The council has a workforce confident and capable of delivering its role.	31-Dec-2021		Although the council's strategy has not yet been published, work continues to ensure our staff are equipped as lifelong learners with the provision of appropriate opportunities at all stages of career.	Director of Children's Services
	CS.SDP.21.05k	Deliver a pilot /proof of concept of WiFi roll out to schools to demonstrate the benefits, and to explore what further opportunities it presents.	Pilot will inform the development of the business case for delivery across the whole school estate	31-Mar-2022		Wi-Fi upgrades were provided to improve connectivity in all secondary and ASN schools. Comms World connection to Gryffe High School now in place providing 10x faster access. Pre-surveys collected from Primary Schools around wi-fi access. Paisley Grammar School cabling in place for Comms World connection and all S1 pupils in Paisley Grammar School being supplied with 1-2-1 devices.	Head of Curriculum and Quality
	CS.SDP.21.05l	Develop a Business Case for the roll out of full Wi-Fi across the school estate, understanding the benefits that can be baselined and measured	Business case agreed, funding in place and programme developed and underway.	31-Mar-2022		Support identified from Project Management Unit to establish a business case. Data and evaluation Officer support agreed. Benefits definitions are being reviewed.	Head of Curriculum and Quality

CS 2021-22 Financial Year Scorecard

Report Type: PIs Report










Generated on: 21 September 2021



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










Priority Strategic Priority 2: Building strong, safe and resilient communities




Code	Short Name	Status	Short Term Trend	Long Term Trend	Q4 2020/21		Q1 2021/22		Current Value	Current Target	Latest Note
					Value	Target	Value	Target			
CHS/LGB F/01	Percentage of Looked After Children cared for in the community				93%	89.9%	93%	89.9%	93%	89.9%	Performance remains stable with almost all looked after children being cared for in a community setting. Residential settings are more suitable for a small number of children and young people based on their particular needs but the service will always seek to place a child in a family setting where appropriate.

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q4 2020/21		Q1 2021/22		Current Value	Current Target	Latest Note
					Value	Target	Value	Target			
CHS/CP R/01	Percentage of children registered in this period who have previously been on the Child Protection Register				29%	Not applicable	0%	Not applicable	0%	Not applicable	There were 16 new CP registrations between April and June 2021; no children had previously been registered within the last 2 years. Re-registrations are monitored as part of the Renfrewshire Child Protection Committee's performance management to ensure that there have been no inappropriate deregistrations. Please note previously all re-registrations were reported on regardless of time frame, however from Q1 of 2021/22 this indicator has been changed to report on re-registrations within the last 2 years only, which is in line with the reporting of re-registrations in the RCPC minimum dataset.
CHS/LAC /02	Percentage of accommodated Looked After Children placed with families				82%	83%	79%	83%	79%	83%	Performance is stable, and most accommodated children are placed with foster carers or prospective adopters as appropriate. There will always be a small number of children and young people for whom a residential setting better fits their needs. This figure also reflects the overall reduction in the number of looked after children, meaning that those who are in a stable accommodated placement which best meets their needs represent a greater proportion of the total.
RCPC/01	Number of children on the Child Protection Register at quarter end date				71	Not applicable	60	Not applicable	60	Not applicable	At the end of Q1 2021/22, there were 60 children on the child protection register compared with 71 at the end of the







Code	Short Name	Status	Short Term Trend	Long Term Trend	Q4 2020/21		Q1 2021/22		Current Value	Current Target	Latest Note
					Value	Target	Value	Target			
											previous quarter. Trends in child protection activity are monitored by the Renfrewshire Child Protection Committee which receives report on a range of performance measures.




Priority Strategic Priority 3: Tackling inequality, ensuring opportunities for all

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q4 2020/21		Q1 2021/22		Current Value	Current Target	Latest Note
					Value	Target	Value	Target			
CHS/EY/03	% of entitled 2 year olds accessing 1140 hours of early learning and childcare				99%	Not applicable	99%	Not applicable	100%	100%	The Q1 figure relates to the position as of June 2021 and demonstrates the excellent progress locally to implement 1140 by August 2021. As of August 2021, all eligible 2 year old children are in receipt of this provision, in accordance with legislation.
CHS/EY/04	% of 3 and 4 year olds accessing 1140 hours of early learning and childcare				92%	Not applicable	94%	Not applicable	100%	100%	The Q1 figure relates to the position as of June 2021 and demonstrates the excellent progress locally to implement 1140 by August 2021. As of August 2021, all 3 and 4 year old children are in receipt of this provision, in accordance with legislation.
CHS/LAC/CL/01	Percentage of care leavers participating in employment, training or education				58%	53%	62%	55%	62%	55%	The numbers of care leavers who were in education, employment or training at the quarter end date is 62%, which is in excess of the target of 55%. This reflects the continued focus the Throughcare team has on education, training and employment.

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q4 2020/21		Q1 2021/22		Current Value	Current Target	Latest Note
					Value	Target	Value	Target			
CHS/LAC/CL/02	Percentage of care leavers who have had a period of homelessness in the last 6 months				3%	0%	6%	0%	6%	0%	The figure of 6% equates to 9 young people. All 9 individuals were either living with family members or provided with temporary homeless accommodation either in Renfrewshire or in other local authority areas. Throughcare and Housing continue to work together to prevent homelessness and to support young people in sustaining tenancies.

Priority Strategic Priority 5: Working together to improve outcomes

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q4 2020/21		Q1 2021/22		Current Value	Current Target	Latest Note
					Value	Target	Value	Target			
CHS/CO RP/01a	% of Stage 1 complaints responded to within timescales agreed with customers				100%	95%	87%	95%	87%	95%	This relates to 15 Frontline complaints during the period, with 13 completed within target. Two were ongoing at the end of the quarter.
CHS/CO RP/01b	% of Stage 2 complaints responded to within timescales agreed with customers				80%	95%	82%	95%	82%	95%	This relates to 11 Investigation complaints over the time period, with 9 completed within target. The complexity of some Stage 2 complaints, particularly where they relate to social work services and require in-depth investigation means that it is not always possible to complete them within the target time. The service approach is to allow sufficient time to fully investigate and deal with any complaint rather than provide an incomplete response that meets a timescale.

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q4 2020/21		Q1 2021/22		Current Value	Current Target	Latest Note
					Value	Target	Value	Target			
CHS/CO RP/03	% of FOI requests completed within timescale by Children's Services				97%	100%	97%	100%	97%	100%	Children's Services had 31 FOI responses due in this quarter and 30 of these were completed within the required timescale.

CS 2021-22 Academic Scorecard












Report Type: Pls Report










Generated on: 21 September 2021

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










Priority Strategic Priority 1: Reshaping our place, our economy and our future

Code	Short Name	Status	Short Term Trend	Long Term Trend	Current Value	Current Target	Latest Note
CHS/ATT/01a	% of Leavers attaining literacy SCQF Level 4				97%	98%	The percentage of leavers in Renfrewshire achieving literacy and SCQF level 4 or above has continued to increase over the past 5 years to 97% and has almost reached the very ambitious target set. These figures are ahead of our virtual comparator, at 95%, and the national figure of 94%. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct










Code	Short Name	Status	Short Term Trend	Long Term Trend	Current Value	Current Target	Latest Note
							comparator with previous years. Information for 2020/21 will be available in March 2022.
CHS/ATT/01b	% of Leavers attaining numeracy SCQF Level 4				95%	95%	The performance of Renfrewshire school leavers in numeracy at SCQF level 4 or above has increased to 95% since the previous year. This is ahead of the virtual comparator which is 93%, and the national figure of 92%. This represents an increasing trend over each of the last 3 years. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct comparator with previous years. Information for 2020/21 will be available in March 2022.
CHS/ATT/01c	% of Leavers attaining literacy SCQF Level 5				88%	86%	Attainment of school leavers in literacy at SCQF level 5 or above has increased since 2018/19. Renfrewshire has consistently been ahead of both the national average (82%) and its virtual comparator (86%) for the previous 3 years. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct comparator with previous years. Information for 2020/21 will be available in March 2022.
CHS/ATT/01d	% of Leavers attaining numeracy SCQF Level 5				78%	75%	The percentage of school leavers achieving SCQF level 5 or above in numeracy has increased to 78%. Renfrewshire remains above the virtual comparator, which rose to 75% in 2019/20, and the national figure of 71%. Over 5 years, the percentage achieving level 5 numeracy or above has increased by 7 percentage points. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct comparator with previous years. Information for 2020/21 will be available in March 2022.

Code	Short Name	Status	Short Term Trend	Long Term Trend	Current Value	Current Target	Latest Note
CHS/ATT/12	Average Complementary Tariff (S4)				318	317	The average complementary tariff score amongst S4 pupils in Renfrewshire has continued to increase over the previous 5 years. In comparison, Renfrewshire's score was greater than that of the national average (304) and its virtual comparator (311), for the fifth year in a row. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct comparator with previous years.
CHS/ATT/13	Average Complementary Tariff (S5)				588	601	Although this measure is slightly behind target, the average complementary tariff score amongst S5 pupils in Renfrewshire has continued to increase over the previous 5 years and the latest figure is again an improvement on the previous year. Renfrewshire's score is above the national average (551) and its virtual comparator (563) for the fifth year in a row. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct comparator with previous years.
CHS/PD/01	% of School leavers in a positive destination				94%	95%	The percentage of 2019/20 leavers entering a positive destination has decreased from previous years to 94%. However, this represents an increasing trend over 3 years. Renfrewshire is marginally ahead of the national figure, but remains behind the virtual comparator in this measure - both comparators have dropped since the previous year. The majority of our school leavers went into higher education. The figure this year was 48%, above the national average of 44%. A further 27% of leavers went to further education, however only 17% went into employment, a drop from 22% in the previous year; highlighting the economic impact of Covid-19.

Priority Strategic Priority 3: Tackling inequality, ensuring opportunities for all

Code	Short Name	Status	Short Term Trend	Long Term Trend	Current Value	Current Target	Latest Note
CHS/ATT/07	Percentage gap in average total tariff score of school leavers resident in SIMD 30% most deprived and those from the 70% least SIMD deprived Renfrewshire areas.				34%	32%	The size of the gap between pupils living in most and least deprived areas has decreased in consecutive years. This is due to particularly strong attainment of pupils living in the least deprived areas. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct comparator with previous years. Information for 2020/21 will be available in March 2022.
CHS/ATT/08	Average Total Tariff Score of Looked After Children (school leavers)				218	310	The average total tariff of care-experienced school leavers decreased in 2019/20 to 218. However, the figure is greater than the 2017/18 tariff. Due to the small number of looked after pupils in each leavers cohort there is considerable variation in the average tariff from year to year. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct comparator with previous years. Information for 2020/21 will be available in March 2022.
CHS/ATT/09	Gap between the Average Total Tariff Score of Looked After Children (school leavers) and that of the total Renfrewshire leavers cohort				78%	65%	The percentage gap between the average total tariff between looked after school leavers and the general cohort increased in 2019/20 to 78%. This was due to a drop in the average total tariff of care-experienced pupils and an increase in the average total tariff of the general cohort. The number of looked after pupils in each leaver cohort is small therefore a high degree of variation is expected in these figures year on year. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct comparator with previous

Code	Short Name	Status	Short Term Trend	Long Term Trend	Current Value	Current Target	Latest Note
							years. Information for 2020/21 will be available in March 2022.
CHS/ATT/14	Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Literacy between pupils living in 30% Most Deprived areas and those living in 70% Least Deprived Areas (SIMD)	?	?	?		9	The data return for 2019/20 was cancelled due to Covid-19. Information for 2020/21 will be available in March 2022.
CHS/ATT/15	Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Numeracy between pupils living in 30% Most Deprived areas and those living in 70% Least Deprived Areas (SIMD)	?	?	?		8	The data return for 2019/20 was cancelled due to Covid-19. Information for 2020/21 will be available in March 2022.
CHS/ATT/16	Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Literacy between pupils entitled to Free School Meals and pupils not entitled	?	?	?		15	The data return for 2019/20 was cancelled due to Covid-19. Information for 2020/21 will be available in March 2022.
CHS/ATT/17	Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Numeracy between pupils entitled to Free School Meals and pupils not entitled	?	?	?		14	The data return for 2019/20 was cancelled due to Covid-19. Information for 2020/21 will be available in March 2022.
CHS/SCH/07	% of children attending school (Primary)	✓	↑	↑	95.3%	95.5%	This information is collated and published biennially by the Scottish Government. The latest publication gives the figure for 2018/19 and shows Renfrewshire's primary attendance to be 95%, compared with a Scottish average of 93.2%. The next set of attendance figures (which are for 2020/21), are not due to be published until December 2021. Provisional figures indicate Renfrewshire's primary attendance for 2020/21

Code	Short Name	Status	Short Term Trend	Long Term Trend	Current Value	Current Target	Latest Note
							was 95.3%. However, it should be noted that this figure is only based on the portion of the year that schools were physically open and does not include the lockdown periods due to the Covid-19 pandemic where schools were closed, and children were undertaking home learning. It should also be noted that pupils who were self-isolating when the schools were open are included in the figure if they could be supported to learn at home.
CHS/SCH/08	% of children attending school (Secondary)				91.5%	91%	This information is collated and published biennially by the Scottish Government. The latest publication gives the figure for 2018/19 and shows Renfrewshire's secondary attendance to be 90.4%, compared with a Scottish average of 90.7%. The next set of attendance figures (which are for 2020/21), are not due to be published until December 2021. Provisional figures indicate Renfrewshire's secondary attendance for 2020/21 was 91.5%. However, it should be noted that this figure is only based on the portion of the year that schools were physically open and does not include the lockdown periods due to the Covid-19 pandemic where schools were closed, and children were undertaking home learning. It should also be noted that pupils who were self-isolating when the schools were open are included in the figure if they could be supported to learn at home.
CHS/SCH/09	% of young people choosing to stay onto S5 after January (as % of S4 roll at September previous year)				94%	92%	This value will be refreshed in early 2022 when latest school census information is available.
CHS/SCH/10	% of young people choosing to stay onto S6 (as % of S4 roll at September two years before)				73%	68%	This value will be refreshed in early 2022 when latest school census information is available.

Priority Strategic Priority 5: Working together to improve outcomes

Code	Short Name	Status	Short Term Trend	Long Term Trend	Current Value	Current Target	Latest Note
CHS/SCH/05	Percentage of pupils satisfied with establishments Education Scotland Survey	N/a	N/a	N/a	Not applicable	100%	Due to the pandemic, no external inspection activity took place in 2020/21. Figures for this indicator are taken from Education Scotland reports and refer to different establishments each year and so are not directly comparable with previous years.