

**To:** Communities, Housing and Planning Policy Board

**On:** 21 August 2018

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

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

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## **1. Summary**

- 1.1. The purpose of this report is to provide an update on the performance of Children's Services for the 12-month period to 31 March 2018 in relation to the Service Improvement Plan which was approved in June 2017.
- 1.2. This report provides a summary of performance of Children's Services for the 2017/18 period, with detailed explanation on all relevant actions and performance indicators.
- 1.3. The Service Improvement Plan sits alongside the Risk Management Plan and the Workforce Plan to form a suite of documents which provide the strategic direction for the service. These plans are aligned to the priorities set out in the Council Plan 2017-2022 and include those areas of the Council Plan for which Children's Services is the lead.
- 1.4. In June 2017, the service identified key actions it aims to achieve over the next three years, in order to deliver improved outcomes for local people and communities and contribute to the delivery of the Council Plan 2017-22.
- 1.5. The action plan is the core of the Service Improvement Plan. It sets out the priorities being addressed, the key tasks to be implemented, the implementation time-table and the measures of success. The service scorecard sets out a range of key indicators against which aspects of performance of the service are measured.
- 1.6. Children's Services have continued to progress an ambitious programme of service development and improvement over 2017/18. The service operates within a dynamic financial, demographic and policy environment, with many new and emerging developments or legislation at a national level having a significant impact at a local level. This is in addition to local factors such as changing population, increasing complexity of care and education needs, ongoing partnership work to tackle poverty, modernisation of the school estate and the focus on educational attainment and achievement.

- 1.7. Considering these challenges, the service has reviewed the Service Improvement Plan for the period 2017-2020, and identified a range of actions that will be undertaken by officers in partnership with all stakeholders, to improve and develop service provision.
  - 1.8. A revised performance scorecard has been developed for the period 2018-2021 as a critical element of the Service Improvement Plan. This includes several specific performance indicators and associated targets which will be used to monitor and track progress. The plan and its scorecard was approved at the previous Education and Children's Services Policy Board in March 2018.
  - 1.9. The Children's Service management team reviews progress against all performance indicators and service improvement actions on a quarterly basis. Services covered by the service improvement plan fall within the remit of two Policy Boards and each approves those elements of the service improvement plan relevant to each board. Six monthly reports on the service improvement plan are reported to this policy board and to the Education and Children's Services Policy Board, with the next updates scheduled for November 2018.
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## **2. Recommendations**

- 2.1 It is recommended that the Communities, Housing and Planning Policy Board note:
    - the content of the Overview of Performance (2017/18) report;
    - the progress that has been made on areas of service performance which fall under the remit of this board in 2017/18;
    - the progress made on actions and performance in the action plan; and
    - that an outturn report will also be provided to the Education and Children's Services Policy Board.
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## **3. Background**

- 3.1. Children's Services are responsible for the delivery of social work services to children and families, criminal justice social work, early years, primary and secondary education, and community learning and development. Much of what the service does is statutory; that is, there is a legal requirement for the Council to provide that service.
- 3.2. The Service Improvement Plan is one of the ways in which elected members can scrutinise the work of Children's Services, and to consider and decide upon policy options as necessary. Refreshing Service Improvement Plans annually allows each service to consider the context in which they operate and revise plans where appropriate.
- 3.3. The Service Improvement Plan also links Community Plan and Council Plan priorities to strategic and operational activity within the service, which supports employees to understand how their role contributes to the Council delivering on its objectives.

- 3.4. The action plan details the progress of specific areas of work which, during 2017/18, enabled the service to support the Council's priorities and help deliver improved outcomes for Renfrewshire residents.
  - 3.5. The service also measures progress by reporting on performance indicators. The scorecard, included as Appendix 1, provides details of the progress of these indicators throughout 2017/18 against set targets.
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#### **4. Overview of Performance and Key Achievements**

- 4.1. One of the purposes of the Service Improvement Plan is to enable elected members to take stock of what is happening in the service and to consider and develop policy options which reflect changing circumstances both in terms of customer needs and resource availability in the context of the Council's priorities and the need to deliver Best Value.
- 4.2. Appendix 1 provides an update on the progress made by the service during 2017/18 in terms of implementing the Service Improvement Plan. It includes an update on the Service's action plan and performance scorecard of indicators as at 31 March 2018.
- 4.3. During 2017/18, key achievements of the service include:
  - Increasing the percentage of pupils who have achieved the expected level for their educational stage in all curricular areas. At all stages (S4, S5 and S6), Renfrewshire pupils performed as well or better in all literacy and numeracy measures than the virtual comparator and national average figures;
  - The delivery of the Literacy Development Programme in partnership with the University of Strathclyde, the success of which has led to the expanded literacy work of the Attainment Challenge. In addition to this, St Anthony's Primary School in Johnstone was named Literacy School of the Year by the UK Literacy Association;
  - The expansion of the Whole Systems approach to youth justice to work with young people up to the age of 21, rather than 18;
  - Supporting high numbers of our young people to enter positive destinations and sustained post-school destinations;
  - With partners, developing the 'Family Firm' approach to co-ordinating employment opportunities for care experienced young people. The approach brings together corporate partners within the Council as well as from partner agencies to deliver practical employability support and real jobs for some of our most vulnerable young people;
  - Embedding the Up2U model for tackling violence in interpersonal relationships. Renfrewshire Council won the 'Research into Practice' category at the 2017 Social Work Scotland awards for Up2U;
  - Completing the Young Carers' strategy which was implemented on 1 April 2018. The service has also appointed a dedicated worker for young carers;

- In conjunction with respectme, Scotland's anti-bullying service, training has been provided to staff across Primary, Secondary and Additional Support Needs (ASN) schools;
- The delivery of the School Estate Management Plan is ongoing with projects at Mossvale and St James' Primary Schools, St Fergus' Primary School and Riverbrae School all completed during 2017/18;

4.4. Two actions have revised due dates:

- CHS.SIP.17.06.03 – Contractor delays mean that the completion of two new residential facilities is expected in Autumn 2018 rather than the original date of January 2018.
- CHS.SIP.17.01.05 – Work to extend/ develop approaches to integration across services for children will roll forward into the 2018/19 as part of the wider consideration of options for service redesign.

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

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## 5. Reporting progress

- 5.1. Progress on the implementation of the Service Improvement Plan is monitored by the Extended Senior Leadership Team every quarter, and will be reported to the Education and Children's Services Policy Board and the Communities, Housing and Planning Policy Board on a six-monthly basis.
- 5.2. A review of progress throughout 2018-19 will be brought to this Board in November 2018.

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## Implications of this report

- 1. Financial**  
The Service Improvement Plan highlights resourcing pressures arising from increasing demand for services and the current financial environment.
- 2. HR and Organisational Development**  
None.
- 3. Community/Council Planning**  
Priorities identified in the Service Improvement Plan are aligned with Council Plan and Community Plan priorities.
- 4. Legal**  
None.
- 5. Property/Assets**  
None.

**6. Information Technology**

Service developments relating to mobile/remote working and information technology are key enablers of service improvement and modernisation and support service-level and corporate objectives.

**7. Equality & Human Rights**

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

**8. Health and Safety**

None.

**9. Procurement**

None.

**10. Risk**

Risks related to the delivery and management of services are regularly monitored and included in Renfrewshire Council's Risk Register.

**11. Privacy Impact**

None.

**12. Cosla Policy Position**

None.

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**List of Background Papers**

None.

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# Children's Services Service Improvement Plan Scorecard 2017-2020

Report Type: Pls Report













Generated on: 25 April 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				

## Objective Council Plan Priority 3: Protecting the Public




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

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







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













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

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







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


























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

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

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

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

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

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

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

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

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

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

# Children's Services Service Improvement Plan 2017-2020

## Actions




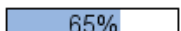

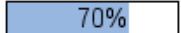
**Report Type:** Actions Report  
**Report Author:** Alasdair Mann  
**Generated on:** 24 April 2018



Action Status	
	Cancelled
	Overdue
	Check Progress
	In Progress
	Completed

Rows are sorted by Code, Title

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CHS.SIP.17.01.01	Continue to develop nurturing approaches to promote inclusion across all education establishments.	All our children and young people are receiving the highest standards of teaching and learning, caring, supportive and nurturing learning environments.	31-Mar-2020	<div><div>60%</div></div>	Between January and March 2018, the expansion of the Renfrewshire Nurturing Relationships Approach (RNRA) has continued. Thus, 28 establishments are now engaged in developing nurturing relationships. Renfrewshire Educational Psychology Service (REPS) continue to lead and support this initiative with all EPs involved. 8 schools received whole-school training during this period and 12 further establishments will receive training by December 2018. The original 6 pathfinder schools are at the final stage of implementation and will move to a maintenance agenda to ensure sustainability by August 2019. 2 schools continue at readiness development stage. 9 core groups now exist in	<b>Principal Educational Psychologist</b>


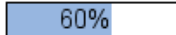


Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						<p>the participating establishments. Initial data highlights positive progress for pupils engaged in the RNRA in relation to pupil social and emotional wellbeing. Plans for data collection and evaluation are in place but no new data is available at this point. Data collection for the doctoral research evaluation has continued during this period and will be concluded by July 2018.</p> <p>REPS delivered RNRA leadership training for Head and SMT in January and hosted further viewings of the film: "Resilience: the Biology of Stress and the Science of Hope", including Renfrewshire Child Protection Conference in March. This development makes links between RNRA, Adverse Childhood Experiences (ACEs) and trauma.</p> <p>REPS has also delivered seminars and workshops in collaboration with Education Scotland during this period.</p>	
	CHS.SIP.17.01.02	Continue to develop a whole systems approach to supporting our most vulnerable children and families.	All our children and young people are aspiring to achieve their full potential, giving them the basis to achieve their full potential. Most vulnerable young people supported in their involvement with the criminal justice service.	31-Mar-2018		The whole systems approach is now fully embedded and is an integral part of our front-line service delivery. The team will continue to provide support to some of the Service's Highest Tariff young people.	<b>Head of Child Care and Criminal Justice</b>
	CHS.SIP.17.01.03	Reinvigorate and refine existing high-quality approaches with partners to ensure we are Getting It Right for Every Child.	As part of a shared approach across the service and with partners, the service is meeting the needs of vulnerable children and young people, facilitating them to reach their full potential.	30-Jun-2019		SEEMIS wellbeing application introduced to all education establishments. Continued focus on improving assessment of wellbeing to secure high quality plans for children who need them. Continuing liaison with partners across agencies to ensure high quality assessment and planning will be tested through case file audit planned for May 2018.	<b>Head of Early Years and Inclusion</b>
	CHS.SIP.17.01.04	Encourage and support active collaboration and	Our schools are building stronger links with parents	31-Mar-2020		<b>Inclusion Support Assistants</b> Nine Inclusion Support Assistants (ISA) have	<b>Head of Schools</b>



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





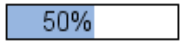


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						<p>children are showing at home and in the school.</p> <p>Parents also continue to express that they feel more confident in reading out loud to their children. Parent's confidence has increased and they are now progressing to other learning opportunities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

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


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

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




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						<p>Through co-production between school professionals and university academics, the professional learning has enabled teachers to re-balance the teaching focus of literacy, introduce new pedagogies and more responsive use of resources in the classroom. Professional learning opportunities have been provided to 270 practitioners to further develop understanding of moderation and holistic assessment.</p> <p>This has encouraged practitioners to develop the knowledge and skills to better support moderation within establishments and to use assessments confidently to inform and improve learning and teaching. Primary transition teachers and secondary class teachers are working collaboratively in classrooms to jointly improve the quality of education in learning and teaching.</p> <p>This has enabled practitioners to learn from each other and apply different teaching approaches such as responsive teaching, parallel and team teaching. As a result, practitioners are seeing an impact in pupil inclusion, participation, engagement and well-being.</p>	
	CHS.SIP.17.02.03	Support and strengthen the professional capacity of staff through leadership and professional development.	Staff at all levels recognise their individual responsibility to facilitate improved outcomes for children and young people. Succession planning is embedded in the service's practice. Provide high quality care on a consistent basis to improve the outcomes for children and young people.	31-Mar-2020	<div><div>100%</div></div>	<ul style="list-style-type: none"> <li>Aspiring HT (Primary &amp; Secondary) training 2017-18 completed and assignments presented;</li> <li>1 acting appointment made to Bushes primary from the above;</li> <li>An assessment centre for participants is planned for 20th April 2018 to provide them with further feedback on their readiness for headship;</li> <li>Aspiring DHT training (51 staff) completed training March 2018;</li> <li>Aspiring DHT assignments to be presented on 30th April and 1st May 2018;</li> <li>Aspiring Primary PT training. 31</li> </ul>	Heads of Service



Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						<p>participants completed training in January 2018;</p> <ul style="list-style-type: none"> <li>Aspiring Secondary PT training. 24 participants completed in January 2018;</li> <li>Step Back follow up HT Leadership day 3 (Feb 2018);</li> <li>Planning session for 2018-19 support on 19th April 2018;</li> <li>Initial 2 Step Back DHT workshops planned for May/June 2018;</li> <li>Existing HT support: Self-evaluation and Project Management;</li> <li>A programme of mentoring support for 5 newly appointed HTs complete in March 2018.</li> </ul>	
	CHS.SIP.17.02.04	Further develop our early years' curriculum to support new legislation and in particular the additional hours being allocated for early learning and childcare.	Improved pupil engagement leading to improvements in achievement and attainment.	31-Mar-2020		<p>Work is underway in terms of planning the expansion of early learning and childcare from 600 hours to 1,140 by 2020. A phased approach is currently being developed. A revised initial plan containing Renfrewshire's expansion proposal was submitted to the Scottish Government in March 2018. Feedback is awaited in relation to the proposal.</p> <p>Governance arrangements remain in place to support the expansion, this includes a steering board, workforce, infrastructure and policy groups. Renfrewshire is also an active member of the West inter-authority partnership group on the expansion of 1,140 hours of early learning and childcare. The focus for this group relates to quality, workforce and delivery models.</p>	<b>Education Manager (Early Years)</b>
	CHS.SIP.17.03.01	Broaden our approach to self-evaluation to ensure a consistency of rigour which will support the ongoing cycle of review and improvement planning.	We have a robust Quality Improvement Framework to support and challenge schools, centres and establishments. We have robust systems in place for monitoring and evaluation which is providing clear evidence	30-Jun-2018		<p>A new quality improvement framework has been developed and agreed with Heads of Establishments. The framework is providing a range of quality improvement activities and resources that focus on delivery of Scotland's National Improvement Framework (NIF) priorities.</p> <p>Link Education Managers have undertaken</p>	<b>Education Manager (Planning &amp; Performance)</b>


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			on what works well, and what can be improved further.			<p>three focussed visits to all establishments this academic session. Visits align with the National Improvement Framework and the core Quality Indicators (QIs) used by Education Scotland.</p> <p>The purpose and outcomes of the visits are to:</p> <ul style="list-style-type: none"> <li>• discuss the school's self-evaluation of the QIs;</li> <li>• support and challenge schools in relation to the QIs and assist them to understand the nature of any attainment gap and plan appropriate next steps to meet the needs of children and young people;</li> <li>• provide constructive feedback on Standard &amp; Quality reports (including school self-evaluation of the QIs) and School Improvement Plans</li> <li>• agree actions and provide support for improvement in these areas;</li> <li>• analyse evidence gathered to identify where things are working well and where further support is required;</li> <li>• disseminate good practice to other schools.</li> </ul> <p>Evaluations were completed by the majority of Heads following the 3 visits. All respondents agree or strongly agree that the visits were supportive, challenging and beneficial in helping them to further improve their school and that the programme of visits has given them confidence that the Education Manager can support them to continuously improve the school.</p> <p>A programme of school reviews has been planned to enable a team comprising Education Managers and a Head from another establishment to take a closer look, and provide support, in relation to specific aspects of standards and quality in a selection of schools.</p>	


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						<p>Self-evaluation support materials are currently being collected which will be accessible to all Heads via a central shared drive. Effective systems to share good practice are currently being considered.</p> <p>We are now in a stronger position to evaluate the quality of all of our schools in relation to the focus QIs. This process will ensure consistency and rigour to support the ongoing cycle of self-evaluation and improvement planning.</p>	
	CHS.SIP.17.03.02	Support all establishments in developing effective approaches in the analysis of data to affect improvement in learning and teaching and the quality of care.	Performance information and research is being widely used to inform improvements in quality of teaching and learning and quality of care and therefore enhance outcomes for children and young people.	31-Mar-2020	<div><div>75%</div></div>	<p>Throughout the session, establishments have been supported to use data to plan for improvement. Specifically:</p> <ul style="list-style-type: none"> <li>• Training has been provided for primary head teachers, transition teachers and education development officers to improve data literacy. This training has focused on what information is available to them and practical skills on working with datasets. We have also established a data networking group of secondary practitioners to improve data literacy in this sector;</li> <li>• Authority-wide attainment information has been collated and made available to all authority staff. This information provides a range of summary information and gives staff an understanding of strengths and challenges that all establishments face;</li> <li>• Approximately three-quarters of all primary schools have taken up the offer of one-to-one support for data analysis. New tracking systems have been developed for these schools to better track pupil outcomes, and next steps;</li> <li>• Education Managers visited all schools in Term 2 with a focus on Quality Indicator 2.3 Learning, teaching and assessment as part of the Quality Improvement Framework. The purpose of the visit was to</li> </ul>	<b>Education Manager (Planning &amp; Performance)</b>




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

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


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

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

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

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						key support for our young people and are actively exploring opportunities to deliver this.	
✓	CHS.SIP.17.06.01	Work with partners to develop Community Justice Local Outcomes Improvement Plan.	Protecting the community, justice for victims, making communities feel safer and working with those with convictions to reduce the risk of reoffending.	31-Mar-2018	100%	Consultation has taken place with stakeholders and the community on the 2018-21 plan and it has now been published on the community justice page of the council website.	<b>Criminal Justice Services Manager</b>
✓	CHS.SIP.17.06.02	Work with partners to ensure the Carers Strategy reflects the needs of local young carers.	More young people supported in their caring role and able to access a break.	31-Mar-2018	100%	Strategy completed and approved by the Education and Children's Services Policy Board. Strategy now operational. New Young Carer Resource Worker in post and service delivery commenced.	<b>Integrated Children's Services Officer</b>
▶	CHS.SIP.17.06.03	Continue to develop residential provision in childcare.	Young people are able to access levels of support they require from in-house services.	31-Mar-2018 <i>Revised Due Date: 30-Nov-2018</i>	25%	30th November 2018 has been agreed as the revised due date. The contractor experienced delays in securing the necessary building warrants and work did not commence until mid-January 2018.	<b>Children's Services Manager</b>
▶	CHS.SIP.17.06.04	Develop an approach to supporting children and families affected by domestic violence informed by a strength based model of intervention.	Children experiencing domestic violence are supported to be safe.	31-Mar-2020	25%	We continue to embed the Safe and Together model of practice and social work, health and police managers will attend training specifically designed for child protection supervisors in May 2018.	<b>Head of Child Care and Criminal Justice</b>
✓	CHS.SIP.17.06.05	Develop new Children's Services Partnership Plan.	Children and young people in Renfrewshire are safe and supported to achieve improved outcomes.	31-Mar-2018	100%	Plan completed. Agreed by Renfrewshire Children's Services Partnership group. Publication pending approval of Education and Children's Services Policy Board on 24th May 2018.	<b>Integrated Children's Services Officer</b>
▶	CHS.SIP.17.06.06	Implement recommendations flowing from the national reviews of child protection and the care system.	Child protection practice is further enhanced and strengthened in line with recommendations.	31-Mar-2019	40%	Updates on the work of the national Child Protection Improvement Programme is reported to Renfrewshire Child Protection Committee and the Chief Officers Group. We will continue to progress any recommendations as they emerge. Progress reflects the long-term nature of this action.	<b>Head of Child Care and Criminal Justice</b>
▶	CHS.SIP.17.07.01	Manage and deliver the modernisation of the	The school estate meets the needs of all of our	31-Mar-2020	80%	The delivery of the School Estate Management Plan is ongoing:	<b>Education Manager</b>

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		school and early years' estate to improve the environment that supports learning and teaching for children and young people.	children and young people.			<ul style="list-style-type: none"> <li>The Council received confirmation that its construction partner Heron Bros would complete phase 1 of Bargarran Primary School and St John Bosco Primary School and Early Learning and Childcare Class ahead of programme and that the move to the new building would be conducted during the Spring break in April 2018 as opposed to Summer 2018. Exceptional closure of the schools has been agreed with Scottish Government and pupils are scheduled to return to the new building on 20th April 2018. This early handover allows for an acceleration of the externals phase of the project with an overall completion date of October 2018 envisaged;</li> <li>The construction phase for the new St Paul's Primary School and Foxlea Early Learning and Childcare Centre is ongoing with the project on programme for completion in June 2018;</li> <li>Works commenced on the first phase of the St Anthony's Primary School refurbishment in March 2018. The project remains on schedule;</li> <li>The design for the new Spateston Early Learning and Childcare Centre is now complete, subject to cost certainty for the external landscape package being received. A programme review has also been conducted and contract approval will now be sought in November 2018 as opposed to the original date of September 2018. These changes have affected the construction programme and a revised completion date of October 2019 is now envisaged; and</li> <li>The expansion of early years' provision necessitates a review of existing accommodation and consideration of new buildings to provide the additional spaces required. A feasibility study continues to be undertaken to establish the infrastructure adaptations required to deliver 1,140 hours</li> </ul>	(Resources)

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