

To: Communities, Housing and Planning Services Policy Board

On: 30 October 2018

Report by: Director of Children's Services

Heading: Children's Services Service Improvement Plan 2018/21: Mid-Year Monitoring Report

Summary

- 1.1 The Children's Services Service Improvement Plan 2018-21 was approved by the Education and Children's Services Policy Board in May 2018. The plan sets out the priorities for the development of the service over a three year period and details the actions which will contribute to the priorities of both the Council and the Community Planning Partnership. It also sets out the actions which will ensure continuous improvement across the service and the performance indicators which ensure the impact can be measured. Actions and indicators reflect the five priority themes of the Council Plan.
- 1.2 This report contains details of Children's Services performance over the period 1 April 2018 to 30 September 2018. 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 2018-19 Service Improvement 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.
- 1.3 Over the past six months, the key achievements for the service have included:
- a very positive set of National Qualifications results by the young people in Renfrewshire schools;

- strong early evidence demonstrating that the poverty-related attainment gap in the broad general education is closing;
- progressing plans for the expansion of early years provision;
- continuing to put in place innovative recruitment practices to support schools in getting the best teachers in front of pupils;
- publishing a revised anti-bullying policy which was developed in consultation with pupils, parents and school staff;
- supporting the development of a Gender-Based Violence Strategy for Renfrewshire, to be launched during this year's 16 Days of Action;
- introduction of the 'Just Learning' programme to support increased access to employment and training for those with convictions;
- enhancement of the support available to young carers, with a dedicated social worker for young carers now in post;
- introduction of additional supports in education settings to support health and wellbeing, including a dedicated Health and Wellbeing Development Officer and the Place2Be counselling service;
- delivery of vocational courses in schools provided by West College Scotland;
- continuing the roll-out of tracking systems and data literacy support to help schools track pupil progress;
- winning a COSLA Silver Award for the Renfrewshire Literacy Development Programme;
- continuing to deliver on the Scottish Attainment Challenge (a full report is provided separately to this Board);
- delivery of an extensive programme of leadership training for head teachers; and
- the completion of new build campus for Bargarran/St John Bosco Primary Schools and St Paul's Primary School/Foxlea Pre-5 Centre.

2. Recommendations

2.1 The Communities, Housing and Planning Services Policy Board is asked to note:

- the content of this report;
 - the progress that has been made on service performance;
 - the progress made on actions and performance in the action plan;
 - that an out-turn report will be provided to this Board in Spring 2019; and
 - that this mid-year report has also been presented to the Education and Children's Services Policy Board which has the remit for approving actions relating to children and families social work and education.
-

3. Background

- 3.1 The Service Improvement Plan is a comprehensive statement of the outcomes the service aims to achieve, and the actions it will take to achieve these. It fits within the wider planning framework of the Council by taking account of Community Planning themes and Council priorities. It enables elected members to have oversight of developments within the service and to consider and develop policy options which reflect customer need and resource availability.
 - 3.2 The Service Improvement Plan also provides a mechanism by which elected members can evaluate the performance of the service. The appendices to the plan contain an action plan and performance indicators against which progress can be measured. This mid-year monitoring report provides an update on progress against the 2018-21 Plan.
 - 3.3 Section 4 of this report provides details of the service's achievements, aligned to Council Plan priorities, over the period April to September 2018. It highlights areas of significant progress and details of action to be taken to address any areas where performance has not reached target. Further detail is provided in the action plan and performance scorecard included as Appendix 1.
 - 3.4 An outturn report detailing full-year performance will be brought before this Board in summer 2019.
-

4. Changes to Reporting Arrangements

- 4.1 In April 2018, the Leadership Board agreed new management arrangements for some services. As a result, the management of Community Learning and Development (CLAD) (which includes Youth Services) transferred from Children's Services to Communities, Housing and Planning Services on 1 July 2018. A number of actions and indicators relating to CLAD were included in the Children's Services Service Improvement Plan 2018-21, approved by this Policy Board in March 2018. These actions and indicators will now be reported in the Communities, Housing and Planning Service Improvement Plan, which falls within the remit of the Communities, Housing, and Planning Policy Board.
-

5. Service Update

- 5.1 Elected members will be aware from previous reports that the service is actively working to address a range of demand and financial pressures. For

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

- 5.2 Children's Services is committed to delivering high-quality services. In addition to internal self-evaluation activity, social work services and educational establishments are subject to considerable, robust, external scrutiny from the Care Inspectorate and Education Scotland. Reports on every school inspection are provided to this Policy Board, as are reports on any social work service which receives a grading of Weak or Unsatisfactory. The service also contributes to multi-agency self-evaluation work (including case file audits) on adult protection and child protection.
- 5.3 Whilst Children's Services works in collaboration with other services to ensure the delivery of all Council Plan priorities, it does not currently have any actions or performance indicators under Outcome 4: Creating a sustainable Renfrewshire for all to enjoy. More detail on the progress against planned actions and performance in relation to key indicators are given in Appendix 1 to this report.
-

6. Actions which have been reviewed or delayed

- 6.1 As noted above, a small number of actions relating to Community Learning and Development have transferred from Children's Services to Communities, Housing and Planning Services.
- 6.2 The service is not one of the pilot areas for the council's new self-evaluation approach but is undertaking other self-evaluation activity. Further progress to prepare for the expanded Presumption against Short Sentences and the national reviews of child protection and care services requires further action at a national level. Children's Services continues to engage with national developments in these areas.
-

7. Performance Indicators

- 7.1 Children's Services reports against 35 indicators in the Service Improvement Plan. Of these, 27 have targets and 8 are for information only. One is a new indicator for which data is not yet available.

- 7.2 There are currently 9 indicators which are not meeting the target set, of which 5 are within 10% of target. Indicators relating to satisfaction with schools all have a target of 100%, and performance below this level does not necessarily reflect a high level of dissatisfaction with local schools. Data for these indicators is collected by other agencies and is based on a small sample size. Further, figures from the Scottish Household Survey include respondents who do not use local schools.
- 7.3 The target time for responding to complaints was not met in all cases. A revised complaints policy makes clear the approach to be taken in handling and recording complaints from 1 October 2018 and should contribute to improved performance on that indicator.
-

8. Priorities over the next six months

- 8.1 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 following is a summary of key priorities.
- 8.2 The service is progressing plans for the expansion of Early Years' provision to 1140 hours by 2020. A rolling programme of recruitment, to ensure sufficient staff, is in place, and staff on term-time contracts are being offered the opportunity to convert these to 52-week contracts. A programme of new builds and refurbishments to the existing estate has been outlined. The expansion plan will result in an increase in the number of local authority establishments operating over a longer day/year, an increase in the number of commissioned places available, and a blended childcare model which will allow places to be split between a childminder and a nursery.
- 8.3 A review of provision in relation to children and young people with additional support needs is underway and is the subject of a separate paper to Education and Children's Services Policy Board on 1 November 2018. The service is currently developing plans to progress this agenda.
- 8.4 Parental engagement in a broader sense will be considered in the context of new national guidance on parental involvement in learning. Children's Services already delivers programmes to support parental involvement, such as Parents in Partnership, and will refresh the parental involvement strategy to reflect national guidance and ensure that every opportunity to engage parents in their child's learning is being taken.
- 8.5 Children's Services works with partners across the Glasgow City Region as part of the Regional Improvement Collaborative. The Regional Education

Committee has recently approved the collaborative's Phase 2 plan, which sets out the workstreams and actions that partners will deliver over the next three years. A separate update on the collaborative will be presented to the Education and Children's Services Policy Board on 1 November 2018. The service also continues to contribute to the national debate in relation to education governance.

- 8.6 In September 2018, the Director of Finance and Resources submitted a report to full Council on the financial outlook for 2019-2021. The report noted that whilst the Council's current financial position remains stable, it is recognised that the Council will continue to face significant medium term financial challenges to maintain its financial stability and sustainability going forward. The scale of this challenge remains subject to a significant degree of uncertainty in relation to the local government settlement and also factors such as Brexit and pay inflation. The report noted that each service is involved in an ongoing programme to identify existing resources which can be used to offset new emerging pressures, as well as new opportunities for change and transformation. Children's Services will continue to support these areas of activity.
- 8.7 As part of a commitment to innovative approaches which seek to provide the best possible support, and consequently the best possible outcomes, for vulnerable children in Renfrewshire, Children & Families Social Work recently joined a randomised control trial led by the University of Glasgow. The trial compares a multi-disciplinary approach, called 'GIFT', with practice as usual (i.e. the usual parenting capacity assessment undertaken by social workers). This work is the subject of a separate paper to Education and Children's Services Policy Board on 1 November 2018.
- 8.8 Self-evaluation and external scrutiny are a constant feature in Children's Services, with schools and registered services subject to regular external scrutiny from Education Scotland and the Care Inspectorate respectively. Education services commenced two strategic-level inspections in October 2018; one on School Empowerment and one on the Attainment Challenge. Criminal Justice Social Work will take part in a supported self-evaluation of community justice arrangements in Renfrewshire later in the year.
- 8.9 Around £500,000 will be available to Children's Services from 2019/20 through the Care Experienced Fund, with part-year funding available for 2018/19. The service has already identified several areas for development, which include expansion of the Imagination Library programme, a pilot project with fathers in HMP Low Moss, and the development of a new service to support families.
- 8.10 The service will continue to focus on raising attainment for all children, whilst closing the poverty related attainment gap through the work of the Attainment Challenge, Pupil Equity Fund, and the Care Experienced Fund, as well as

everyday service provision. In addition to continuing the service's focus on literacy, there is now an increased focus on numeracy and mathematics with work being developed on a possible partnership with a new academic partner.

- 8.11 Other areas of focus for the service over the coming months include contributing to the work of the drug and alcohol commission, the completion of the new residential children's house, the development of a training programme for school staff in relation to health and wellbeing, and continuing support for schools in the best use of the Pupil Equity Fund.

Implications of the Report

1. **Financial** – The report highlights resourcing pressures arising from increasing demand for services and the current financial environment.
2. **HR & Organisational Development** - none
3. **Community Planning** – the report details a range of activities which reflect local community planning themes.
4. **Legal** - none
5. **Property/Assets** – none
6. **Information Technology** – None
7. **Equality & Human Rights** - The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health & Safety** – None
9. **Procurement** – the report details the activities being undertaken to promote more efficient and effective commissioning and procurement
10. **Risk** – Risks related to the delivery and management of services are regularly monitored and included in the Children's Services Risk Register.
11. **Privacy Impact** – none

12. **COSLA Policy Position** - none

List of Background Papers: None

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

Appendix 1:


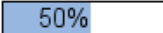

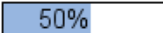

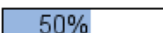
Service Improvement Plan 2018-2021 Action Plan and Performance Indicators










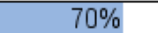

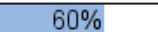
Action Status	
	Overdue;
	In Progress
	Completed




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

Status	Code	Title	Due Date	Status Progress Bar	Latest status update
	CHS.SIP.18.01.01	Develop and implement a strategic vision for learning and teaching within and across Early, Primary and Secondary sectors.	31-Aug-2018	<div><div>100%</div></div>	<p>Early Years A range of training to support with teaching and learning has been made available to management and staff across early years and childcare. This includes the Leaders of Learning programme, Frobelian Childhood Practice, pedagogical leadership, and assessment and moderation. These have had a positive impact on teaching approaches and staff confidence in assessing children's progress and planning learning. Training and development opportunities will continue to be planned and made available to staff this session.</p> <p>Primary Our partnership with University of Strathclyde continues. The 'Dive into Writing' programme has been very successful and several classroom assistants have been trained in approaches to support children in literacy and numeracy activities. In relation to numeracy the 3 Domain model is being implemented. The numeracy champion network was created to ensure opportunities for dissemination and cascading of information, training, development and best practice in teaching, learning and assessment to ensure consistency of vision</p>

Status	Code	Title	Due Date	Status Progress Bar	Latest status update
					<p>across establishments.</p> <p>Secondary Subject forums meet at regular intervals to share practice and develop new resources. These are attended by SQA representatives and by the Development Officers for Literacy, Numeracy, and Assessment, as appropriate. Secondary schools are improving the recording of wider achievement (rather than just attainment) and using this information to celebrate the successes of young people.</p>
	CHS.SIP.18.01.02	Support and improve approaches and planning to assessment and moderation.	31-Mar-2021		<p>A programme of training in assessment and moderation has been delivered and feedback has been positive; the programme supports practitioners in planning for assessment and to raise confidence in teacher judgement regarding pupil's achievement of a level.</p> <p>Some Secondary schools have been involved in cluster moderation activities though work in the secondary sector is at an earlier stage. Subject forums will continue to meet in session 2018/19 with an increased focus on assessment and moderation.</p>
	CHS.SIP.18.01.03	Support all establishments in developing data literacy to improve learning and teaching.	31-Mar-2021		<p>Establishments are supported to improve data literacy skills through training and individual support from the central team. There are 47 primary schools being supported to develop effective tracking systems which allow schools to track individual pupil attainment and measure progress towards closing the attainment gap. One-to-one support has been provided to 5 secondary schools to support them in analysing and using tracking data. Data management systems are being developed with 3 schools to help them better understand and analyse the data that they gather. These systems will be shared with all schools.</p> <p>A range of attainment information is shared with schools to assist them in understanding trends. Training is provided to both primary and secondary staff to assist them in analysing and interpreting data.</p> <p>A range of work has been undertaken by the secondary data network group, including devising a data handbook for each school. The role of the Principal Teacher Raising Attainment has been refined and the members of staff in these roles continue to work closely with the central team.</p>
	CHS.SIP.18.01.04	Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments.	31-Mar-2021		<p>Attainment in literacy and numeracy is showing consistent improvement. In Broad General Education (BGE), in 2017/18 the percentage of pupils achieving the expected level for their stage rose from 77% to 80% for literacy and from 83% to 85% for numeracy. Renfrewshire has performed above the national average at all stages. Senior phase results for 2016/17 show that 86% of pupils achieved SCQF Level 5 or above for literacy and 76% achieved Level 5 or above</p>




Status	Code	Title	Due Date	Status Progress Bar	Latest status update
					for numeracy. Over 5 years, the number of Renfrewshire pupils receiving these levels increased by 15 percentage points and 16 percentage points in literacy and numeracy respectively. The gap between pupils living in the 30% most deprived areas and all other pupils has decreased marginally. Whilst attainment has improved for those in the 30% most deprived areas, it has also improved for those in less deprived areas.
	CHS.SIP.18.01.05	Further develop the curriculum, and the opportunities for personal achievement, to maximise school leavers' skills to meet the needs of employers.	31-Mar-2021		Schools seek opportunities to increase the range of accreditation opportunities for young people, including Saltire and John Muir awards. There has been an increase in the number of vocational courses available for senior pupils at West College Scotland and 2 vocational courses in session 2018/19 will be hosted in secondary schools to support increased partnership working with the college and to encourage more vulnerable young people, who may be reluctant to travel to college, to engage as appropriate. A short life working group will be established in session 2018/19 to review and revise the current work experience model with a view to providing more relevant opportunities for work experience across the senior phase.
	CHS.SIP.18.01.06	Support schools to deliver a Senior Phase which ensures appropriate pathways and provides the best possible opportunities for them to achieve a range of qualifications.	31-Mar-2021		Through an increased and more robust use of data, schools are more effectively tracking the progress of young people in the broad general education and the senior phase. This is allowing earlier intervention and targeted support for more young people leading to improved attainment. There has been a slight increase in the number of girls undertaking STEM subjects and partnership work will continue in session 2018/19 with the national Primary Engineer Programme which supports training for primary staff to deliver engineering in the primary sector.
	CHS.SIP.18.01.07	Continue to develop partnership links and collaborative arrangements with the Further Education sector, employers and commerce in line with the Commission for Developing Scotland's Young Workforce Report.	31-Mar-2020		A review of school/college partnership provision has been undertaken to ensure that opportunities for young people to follow appropriate courses is maximised. As a result, the number of college courses on offer has increased and more young people are able to be offered these opportunities. Schools are also looking to increase the range of vocational courses which can be undertaken in-house by appropriately trained teachers. In partnership with West College., vocational provision is being offered for S4 pupils as appropriate. Additionally, Trinity High will pilot the delivery of a vocational programme by a college lecturer within the school. Schools are also increasingly being supported to build links with local businesses as potential employers. The S2 taster sessions were very positively evaluated by the young people who participated and many of them indicated that they were likely to continue into S3 and beyond.







Status	Code	Title	Due Date	Status Progress Bar	Latest status update
					Schools, Children's Services staff and West College Scotland will progress vocational opportunities for S4 pupils in 2019/20 as agreed.
	CHS.SIP.18.01.08	Evaluate the 'Family Firm' pilot and identify options for sustainability	31-Mar-2019		Family Firm is showing promise as an approach to support care experienced young people (CEYP) into sustained positive destinations. The approach is resource-intensive and our reach is limited. A bid for funding (c.£450k over 3 years) has been submitted to Life Changes Trust (LCT) to enable further development of Family Firm and evaluation of impact. The team is currently awaiting a decision from LCT.
	CHS.SIP.18.01.09	Support high numbers of our young people to enter positive and sustained post-school destinations.	31-Mar-2019		<p>There has been an increased focus this session on how schools are supporting pupils at risk of not moving into positive destinations post school, and the impact of this will be closely monitored. Schools have been asked to provide specific detail on what they are doing to support individual young people, and this will form part of the discussion with school senior leaders at the quality improvement visits by education managers. It has also been a regular agenda item at secondary head teachers' meetings this session to ensure it remains a priority. Regular meetings with Skills Development Scotland (SDS) senior staff has supported strong partnership working and consistent approaches to supporting all young people to move into positive destinations.</p> <p>The growing number of personal achievement awards and opportunities being offered across schools is further developing the confidence and skills for learning life and work in young people.</p> <p>Training was provided by SDS for school senior managers on data input regarding leaver information. As a result, the quarterly figures received from SDS on this are evidencing improvement and more robust approaches by schools which in turn is allowing schools to target vulnerable young people more effectively.</p> <p>Schools are also working more closely with economic development colleagues to support post school transitions into sustained positive destinations.</p>

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
CHS/P	% of School leavers in a positive destination				92.8%	Data not yet available	Not measured	95%	The most recent leavers destinations data (2016/17) has shown that the percentage of school leavers in Renfrewshire who have










Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
D/01							for Quarters		gone on to a positive destination has increased marginally to 92.8%. The figure was slightly behind the national average of 93.7%. This is an academic year PI. Data for 2017/18 school leavers will be available during March 2019.







Council Priority 2: Building strong, safe and resilient communities




Status	Code	Title	Due Date	Status Progress Bar	Latest status update
	CHS.SIP.18.02.01	Continue to develop residential provision in childcare.	31-Mar-2020	<div><div>50%</div></div>	Work continues on the new purpose designed and built Children's House, which should be available within the next 6 months.
	CHS.SIP.18.02.02	Extend the whole-school Nurturing Relationships Strategy (RNRA) in schools across Renfrewshire.	31-Mar-2021	<div><div>50%</div></div>	Training evaluations indicate that prior to training all staff report an understanding of attachment theory and nurturing practices to help children develop socially and emotionally. Following training, 87% reported a gain in knowledge of attachment theory and 71% reported a gain in knowledge of the importance of relationship.
	CHS.SIP.18.02.03	Continue to modernise our school estate, maximising opportunities for communities to benefit from new facilities.	31-Mar-2022	<div><div>50%</div></div>	<p>Work on the new Bargarran/St John Bosco campus was completed and handed over ahead of schedule. St Paul's and Foxlea are complete and in use. The first phase of the St Anthony's refurbishment was completed on time and there is a short delay in the completion of Phase 2.</p> <p>A new build Spateston Early Learning and Childcare Centre was approved by the Education and Children Policy Board in January 2016. A report on this will be presented to the Education and Children's Services Policy Board in November 2018.</p> <p>The expansion of early years' provision necessitates a review of existing early years accommodation. A feasibility study has been undertaken to determine the property investment required and a budget of circa £14m has been identified. Governance for the delivery of 11 new and extended facilities and 17 refurbished and adapted facilities will be undertaken by an infrastructure implementation</p>

Status	Code	Title	Due Date	Status Progress Bar	Latest status update
					group.
	CHS.SIP.18.02.04	Embed a consistent approach to supporting children and families affected by domestic violence informed by a strength-based model of intervention.	31-Mar-2020		We continue to embed the 'Safe and Together' model of practice. Social work, health and police managers attended training specifically designed for child protection supervisors in May 2018.
	CHS.SIP.18.02.05	Implement recommendations flowing from the national reviews of child protection and the care system.	31-Mar-2020		The Independent Care Review and the Scottish Government Child Protection Improvement Programme have not yet provided specific actions for local delivery. However, Renfrewshire Children's Services have supported the development of national learning through direct representation and in contributions to discussion within Social Work Scotland. Our contributions have helped shape the national recommendations made by the Child Protection System Review and the outcome of the first phase of the Care Review. Learning from national activity continues to be collated and used to inform the review of local policy and support for children and families. Most recently, the Chief Officers Group participated in the national Child Protection Leadership events in Spring 2018, the learning from which is being taken forward by the Renfrewshire Child Protection Committee. The Committee has also supported the development of a national shared dataset which will inform future self-assessment and inspection activity. Progress reflects the long-term nature of this action.
	CHS.SIP.18.02.06	We will respond to the planned presumption against short sentences (PASS).	31-Mar-2019		Presumption Against Short Sentences (PASS) is likely to result in increased community sentences, in place of custodial sentences of up to 12 months. Temporary posts have been extended within fieldwork social work services, and permanent posts have been created within unpaid work to increase service capacity in preparation for increased demand. There remains no exact timescale for the presumption to come into force.


Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	


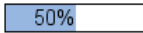

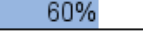

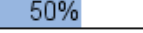
Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
CHS/CJ /CPO/ 02	% of NEW unpaid work orders/requirement complete by the required date				New indicator for 2017/18	69%	83%	72%	Performance exceeds target set and is a significant improvement on 2017/18. All attempts are made to complete orders within the timescale. Hours imposed have increased by 100% since 2011/12 and timescales for completion have reduced significantly. Where timescales cannot be met due to service user issues, or service capacity then extensions are sought from the court to enable completion of orders.
CHS/CJ /CPO/ 01	The percentage of NEW clients subject to a new supervision order seen by a supervising officer within 1 week				69%	74%	78%	92%	Performance does not meet the target set. Appointments are arranged at the point of the court assessment and are included within the court report. They are set for within 7 working days unless there are unusual circumstances e.g. client in custody. Attendance is then dependent upon service user compliance; of the 13 people not seen within target in quarter 1, 10 failed to attend and 1 was in custody.
CHS/CJ /CPO/ 04	Percentage of NEW unpaid work clients seen within 1 working day of the order				73%	76%	69%	65%	Performance continues to exceed target set reflecting s 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. Growing numbers of individuals have no assessment prior to their court appearance and are thus unaware of reporting timescales. Also 71% of those who were not seen within 1 day were sentenced at another court (20 out of 28 people), thus resulting in delays as our court service cannot


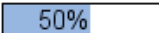

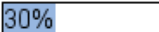

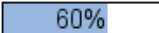

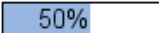
Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
									attempt to engage with them.
CHS/CJ /CPO/ 05	Percentage of NEW unpaid work clients receiving an induction within 5 working days of the order				66%	73%	70%	70%	Performance meets the target set, processes ensure 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. 44% pf those not meeting the target failed to attend appointments and 30% attended external courts which can delay initial contact and thus appointments being set. 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.
CHS/CJ /CPO/ 06	Percentage of NEW unpaid work clients beginning work placement within 7 working days of the order				32%	53%	63%	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




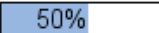

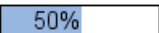
Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
									upon client compliance. Non-compliance related to 52% of non-attendance.
CHS/C PR/01	Percentage of children registered in this period who have previously been on the Child Protection Register				12%	23%	36%	Not applicable	The percentage of children registered this quarter who have been previously placed on the Child Protection Register has decreased from 39% in Q4 of 2017/18 to 36% in Q1 of 2018/19. In Q1 of 18/19, there were 28 children placed on the Child Protection Register, of which 10 children from 6 families had previously been registered. This is similar to Q4 of 17/18, when there were also 28 children placed on the Child Protection Register, of which 11 children from 6 families had previously been registered. Of the children re-registered this quarter, 1 child was placed on the Register between 1-2 years of their previous registration ending and 9 children were placed on the Register after 2 years or more of their previous registration ending. We will continue to closely monitor re-registrations.













Council Priority 3: Tackling inequality, ensuring opportunities for all











Status	Code	Title	Due Date	Status Progress Bar	Latest status update
	CHS.SIP.18.03.01	Provide high quality education throughout the Broad General Education and Senior Phase to narrow the outcomes gap for disadvantaged groups.	31-Mar-2021	<div><div>50%</div></div>	Our growing bank of qualitative and quantitative evidence indicates that the outcomes for disadvantaged young people are improving due to Attainment Challenge interventions, approaches and resources, and that the poverty-related attainment gap is narrowing. This is detailed in our most recent Highlights and Challenges report and End of Year which was submitted in September 2018.

Status	Code	Title	Due Date	Status Progress Bar	Latest status update
	CHS.SIP.18.03.02	Further develop our Early Years curriculum and support new legislation.	31-Mar-2021		A final plan has been developed to support the expansion of early learning and childcare from 600 hours to 1,140 by 2020 was presented to the Education and Children's Services Policy Board in August 2018. Governance arrangements to support the planning and implementation of the expansion are being refined and operate to progress workforce, infrastructure and policy developments. Quality continues to be at the heart of Renfrewshire's 1,140 expansion to ensure that children receive a quality early learning and childcare experience and thus provide them with the best start and reach their potential. Renfrewshire continues to be an active member of the Glasgow City Region Improvement Collaborative to plan and progress effective development opportunities for staff, ensure a key focus on learning and teaching, and quality indoor and outdoor learning environments.
	CHS.SIP.18.03.03	Encourage and support active collaboration and engagement with parents and families in supporting their child's learning.	31-Mar-2021		<p>Nine Inclusion Support Assistants (ISAs) work with targeted groups of young people from S1-3 in 9 of our Secondary schools. Almost all young people fall into SIMD deciles 1-3 and have been referred due to concerns related to attendance, behaviour and/or lack of parental engagement. Quantitative and qualitative data will be collected to measure the impact of ISA support. ISAs have worked closely with transition teachers and Pupil Support staff to identify young people at the transition stage to ensure that supports and interventions are provided as early as possible and to avoid duplication of support to families. Expected outcomes for young people are to improve attendance, reduce exclusions and improve parental engagement. This should ultimately lead to improved attainment and achievement.</p> <p>Parents in Partnership is being implemented in secondary schools to close the link between home and school. Initial data supports that the programme is having a positive impact on parental engagement and their understanding of the secondary curriculum. As a result, parents are better able to support their children with the transition from primary to secondary school.</p> <p>Pizza Learning programmes encourage parents to learn with their children after school. Participation in the programme has increased confidence and self-esteem in both parent and child. Parents have reported that the programme has encouraged them to read more at home with their children. As a result, parents have noted that this positive engagement has had an impact on their children's attainment.</p>
	CHS.SIP.18.03.04	Support targeted children and young people at key transitions to close the attainment and achievement gaps.	31-Mar-2021		<p>Transition teachers have been very successful in supporting targeted children across our primary and secondary sector. In particular, there has been:</p> <ul style="list-style-type: none"> • Increased pupil participation and engagement in the secondary classroom; • Improved attainment of targeted pupils in literacy and numeracy; and

Status	Code	Title	Due Date	Status Progress Bar	Latest status update
					<ul style="list-style-type: none"> Improved cluster relationships, dialogue, collaborative working and professional learning opportunities. <p>Data is being used to:</p> <ul style="list-style-type: none"> Target pupils for transition teacher support; Track target pupils' progress across transition; Understand pupils' learning; and Understand where curricular transition processes need to be reviewed and developed. <p>Impact to date: Pupils - early evidence shows that there was impact in pupil confidence and sense of achievement. Staff - survey evidence shows that secondary staff are benefitting from transition teacher support; engaging in professional dialogue and changing mindset towards curricular transition due to having the opportunity to work with a primary colleague.</p>
	CHS.SIP.18.03.05	Support inclusion of vulnerable pupils including those ASN through improving key processes.	31-Mar-2021		Staged intervention processes have been reviewed to ensure a focus on inclusion in relation to moving from stage one to stage two. This means more children receiving support in mainstream as opposed to accessing alternative provision.
	CHS.SIP.18.03.08	Ensure Renfrewshire is a 'Child Friendly' place where children are nurtured and thrive.	31-Mar-2022		Work has commenced with the Life Chances Community Planning Group to agree the priorities in this area.
	CHS.SIP.18.03.09	Review support for young carers, identifying opportunities to improve life chances.	31-Mar-2022		A Young Carer Social Worker is in post. Over 40 Young Carer Statements have been completed. The contract with Carers Centre has been refreshed and new activities are coming on stream. Work is ongoing to strengthen partnerships with Renfrewshire Leisure and Renfrewshire Health & Social Care Partnership to deliver bespoke support to young carers. Mentoring has been identified as a key gap for young carers. A proposal for new local service has been developed and funding is being sought.
	CHS.SIP.18.03.10	Deliver approaches in educational establishments which support the reduction of inequality and support	31-Mar-2021		In line with the Scottish Government's Mental Health Strategy 2017-2027, Renfrewshire's findings from the Dartington ChildrenCount survey and the recent Youth symposium, our focus moving forward is to improve the mental, social and emotional wellbeing of children and young people.
















Status	Code	Title	Due Date	Status Progress Bar	Latest status update
		improvements in health and wellbeing for children and young people.			<p>A Health and Wellbeing Development Officer has been recruited to:</p> <ul style="list-style-type: none"> • Scope and map existing mental health training experiences of teachers and support staff across establishments; • Develop a Renfrewshire training model which will address the gaps in relation to staff skills. This will involve organising and commissioning trainers, developing a training programme, engaging appropriate partners and evaluating the impact of the training; • Develop 'Progression Planners' to show health and wellbeing progression aligned to the national benchmarks from Early to Third Level; and • Co-ordinate the introduction of 'Place2Be' Counselling service into 5 of our most deprived primary schools and 2 secondary schools.
	CHS.SIP.18.03.11	Reinvigorate and refine existing high-quality approaches with partners to ensure we are Getting it Right for Every Child.	30-Jun-2019		<p>The SEEMIS wellbeing application has been introduced to all education establishments. There is a continued focus on improving assessment of wellbeing to secure high quality plans for children who need them. Liaison with partners across agencies to ensure high quality assessment and planning was tested through a case file audit in May 2018.</p> <p>A focus for the new school session is the review of the staged intervention framework as part of the ASN review. This involves liaising with partners regarding multi-agency responses to meeting need. The RCPC case file audit and ongoing work in relation to the provision of integrated assessments has highlighted that more training is required on a multi-agency basis around wellbeing assessment and planning, particularly to ensure effective long-term planning, contingency planning and to ensure that all plans are SMART. The RCPC case file audit did evidence that overall the quality of wellbeing plans are improving.</p>
	CHS.SIP.18.03.13	Work with schools to improve awareness of the needs of Looked After Children.	31-Mar-2020		Through the family firm approach and improved routes to employability, looked after young people have had more opportunities to access employment and training.
	CHS.SIP.18.03.14	Work with a range of partners to ensure that skills and training for employment are a part of the rehabilitation journey and that access to the job market is fair for people with convictions.	30-Apr-2019		Renfrewshire's success in the Employability, Innovation and Integration Fund, led by employability services, has led to the creation of 'Just Learning', a programme to support increased access to employment and training for those with convictions. Over 40 service users have now been supported, individuals have completed the 'Keys to Learn' initiative resulting in applications for training and employment, and a range of staff have been provided with a session on legislation and disclosure by 'Recruit with Conviction' to assist them to support service users.
















Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
CHS/A TT/04	No. of opportunities for young people to achieve through accredited awards				1,004	1,193	Not measured for Quarters	1,130	Planning and delivery of opportunities is consistent over the year and offers voluntary participation in a range of wider achievement awards.
CHS/EY /02	% of entitled 2 year olds accessing 600 hours of early learning and childcare				New indicator for 2017/18	56%	47%	Not applicable	This figure is representative of a national trend. We will continue to make every effort to increase the uptake of 2 year olds in early learning and childcare establishments
CHS/L GBF/01	Percentage of Looked After Children cared for in the community				94%	93%	92%	Not applicable	The percentage of looked after children cared for in the community has remained relatively stable at 92% in Q1 of 2018/19. 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/A TT/01a	% of Leavers attaining literacy SCQF Level 4				97%	Data not yet available	Not measured for Quarters	97%	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%. The 2017/18 academic year information will be available during February 2019.

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
CHS/A TT/01b	% of Leavers attaining numeracy SCQF Level 4				92%	Data not yet available	Not measured for Quarters	93.5%	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%. The 2017/18 academic year information will be available during February 2019
CHS/A TT/01c	% of Leavers attaining literacy SCQF Level 5				86%	Data not yet available	Not measured for Quarters	84%	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. The 2017/18 academic year information will be available during February 2019.
CHS/A TT/01d	% of Leavers attaining numeracy SCQF Level 5				76%	Data not yet available	Not measured for Quarters	73%	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%. The 2017/18 academic year information will be available during February 2019
CHS/A TT/05	Average total tariff score of all school leavers in Renfrewshire				943	Data not yet available	Not measured for Quarters	931.5	The total average total tariff from 2016/17 school leavers has improved on 2015/16 and over a 5year period. The average total tariff had declined over the previous 3 years, however the 2016/17 figures represents a

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
									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. The 2017/18 academic year information will be available during February 2019.
CHS/A TT/06	Average total tariff score of pupils living in SIMD 30% most deprived areas	✅	⬆️	⬆️	684	Data not yet available	Not measured for Quarters	690	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. The 2017/18 academic year information will be available during February 2019.
CHS/A	Percentage gap in average total tariff score of school	⚠️	▬	▬	37%	Data not yet	Not measured	34%	The percentage gap in the average total tariff of school leavers from the 30% most and


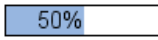

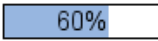
Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
TT/07	leavers resident in SIMD 30% most deprived and those from the 70% least SIMD deprived Renfrewshire areas.					available	for Quarters		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. The 2017/18 academic year information will be available during February 2019
CHS/A TT/08	Average Total Tariff Score of Looked After Children (school leavers)	✓	↑	↑	289	Data not yet available	Not measured for Quarters	302	The average total tariff of LAC leavers increased in 2016/17 to 289 against a target of 249. 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. The 2017/18 academic year information will be available during February 2019.
CHS/A TT/09	Gap between the Average Total Tariff Score of Looked After Children (school leavers) and that of the total Renfrewshire leavers cohort	✓	↑	▬	70%	Data not yet available	Not measured for Quarters	67.2%	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. The 2017/18 academic year information will be available during February 2019.







Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
CHS/EY/01	% of 3 and 4 year olds accessing 600 hours of early learning and childcare				New indicator for 2017/18	86%	97%	Not applicable	Every child who applied was allocated a placement in early learning and childcare establishments
CHS/LAC/01	The percentage of children made subject to a supervision order that were seen by a supervising officer within 15 days				86%	82%	100%	100%	There were 26 new home supervision requirements in Q1 of 2018/19. All first visits were carried out within the 15 days timescale.
CHS/LAC/02	Percentage of accommodated Looked After Children placed with families				85%	81%	80%	83%	The percentage of children looked after and accommodated with families has decreased slightly from 81% in Q4 of 2017/18 to 80% in Q1 of 2018/19; and is below the target of 83%. We will always aim to place children within families where it is appropriate to do so.
CHS/LAC/CL/01	Percentage of care leavers participating in employment, training or education				New indicator for 2017/18	49%	47%	47%	The number of care leavers who are education, employment or training is 47%, which meets the target set. This reflects the commitment of staff and services to ensure the best outcomes for our vulnerable young people.
CHS/LAC/CL/02	Percentage of care leavers who have had a period of homelessness in the last 6 months				New indicator for 2017/18	11%	7%	Not applicable	The figure of 7% equates to 8 young people. Throughcare and Communities & Housing continue to work together to reduce homelessness and support young people in sustaining tenancies. Targets will be developed once more data is available.




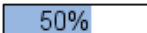

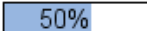
Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
CHS/S CH/07	% of children attending school (Primary)				95.3%	95%	Not measured for Quarters	Not applicable	Renfrewshire continues to maintain a high level of attendance in the primary sector, reaching 95.0% in 2017/18. This figure is consistent with attendance levels in previous years, which have been above the national average. Comparator information for 2017/18 data will not be available until December 2018, as part of the Scottish Government's 'Summary Statistics for Schools in Scotland' publication.
CHS/S CH/08	% of children attending school (Secondary)				90.6%	90.3%	Not measured for Quarters	Not applicable	Attendance levels in secondary schools have been maintained at 90.3% in 2017/18. This figure is in line with previous years data which been consistent over the past 5 years, remaining above the national average where data is available. Comparator information for 2017/18 data will not be available until December 2018. A more accurate comparison will be provided when the information becomes available.
CHS/S CH/09	% of young people choosing to stay onto S5 after January (as % of S4 roll at September previous year)				New indicator for 2017/18	86.1%	Not measured for Quarters	90%	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/S CH/10	% of young people choosing to stay onto S6 (as % of S4 roll at September two years before)				New indicator for 2017/18	65.1%	Not measured for Quarters	67%	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.
RCPC/	Number of children on the Child Protection Register at				106	96	91	Not	There were 91 children on the Child Protection Register as at the reporting period


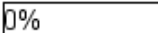

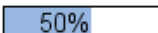
Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
01	quarter end date							applicable	end date in Q1 of 2018/19, compared to 96 children as at the reporting end period date in Q4 of 2017/18. During Q1, there were 28 children newly registered and 33 children de-registered.




Council Priority 5: Working together to improve outcomes







Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update
	CHS.SIP.18.04.01	Develop and implement a quality improvement framework to ensure consistency and rigour which will support the ongoing cycle of self-evaluation and improvement planning.	A robust Quality Improvement Framework with clear procedures and guidance.	31-Mar-2021		Renfrewshire's Quality Improvement Framework is delivered through a range of quality improvement activities and resources which focus on delivery of the National Improvement Framework priorities. The framework is robust and includes 3 focused visits to all establishments each session in addition to a programme of establishment reviews. The visits have allowed robust discussion with staff, scrutiny of school data and observation of learning and teaching which contributes to a robust evaluation of our establishments. A revised establishment review programme has been developed for the 2018/19 session using a proportionate approach based on earlier scrutiny visits. Establishment heads have been consulted on the framework, which has had minor revision for 2018/19 in response to feedback received. During the new session, we will also be seeking more effective ways to disseminate good practice across establishments.
	CHS.SIP.18.04.02	Provide high quality professional learning for	Senior leaders look outwards and use experiences gleaned	31-Mar-2021		All Head Teachers (HTs) have been provided with time and space to reflect on their leadership










Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update
		establishment leaders.	to improve practice and quality in their own establishments.			<p>approaches, develop skills in the co-coaching approach and strengthen relationships with colleagues across the authority. A broad range of leadership development opportunities for senior school leaders includes:</p> <ul style="list-style-type: none"> • Attendance at the Columba 1400 Head Teacher Leadership Academy • Excellence in Headship programme from the Scottish College for Educational Leadership • "Into Headship" qualification at University of Strathclyde • Bespoke coaching programme to develop leadership capacity <p>Several HTs have also formed a working group and planned three further development sessions for colleagues in session 2018/19.</p>
	CHS.SIP.18.04.03	Support and challenge establishments in more effective use of data to assess children's progress and improve learning and teaching.	There is rigour in the monitoring of school performance which leads to improvements in monitoring and tracking at a school level.	31-Mar-2021		Support and challenge on the use of data is a key area of focus for Education Manager meetings with Head Teachers. Professional dialogue takes place which has a focus on the monitoring and tracking of individual pupils' progress in learning, careful analysis of assessment data and identification of interventions to support targeted pupils.
	CHS.SIP.18.04.04	Engage with proposed changes to education governance and local democracy, maximising opportunities for the organisation and communities.	Renfrewshire Council makes use of the opportunity to discuss and influence national policy.	31-Dec-2018		The directorate has been involved in local, collaborative and national discussions throughout the session ensuring we are contributing fully to the national agenda. We are working collaboratively with the West Partnership to support a continuous improvement in educational outcomes for all children and young people.
	CHS.SIP.18.04.05	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.	31-Mar-2020		The Aspiring Leaders programme offers training for those aspiring to Head Teacher, Depute Head Teacher, and Principal Teacher roles. The programmes focus on understanding leadership strategies and styles, prioritising change which will have the greatest impact, and leading and managing change. Depute Heads took part in two "Step Back" sessions in May and June 2018, giving

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update
			Provide high quality care on a consistent basis to improve the outcomes for children and young people.			time and space to reflect on leadership approaches. Through the West Partnership, 11 members of staff have been funded for Masters-level courses.
	CHS.SIP.18.04.06	Further develop reporting of management information to inform educational 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		In addition to improving the use of data in and across our schools, reports are provided to the Education and Children's Services Policy Board every six months; these contain a range of management information relating to the broad general education and national qualifications. 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 within schools.
	CHS.SIP.18.04.07	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		Staffing levels across Children's Services are monitored at regular management meetings. Through workforce planning, positive promotion and publicity, and effective proactive recruitment processes, we have carried out extensive internal and external recruitment across all sectors. This has led to the appointment of a high number of substantive, as well as several temporary, staff to support the implementation of the Scottish Attainment Challenge and Pupil Equity Fund. Workforce planning exercises have been undertaken in respect of early years' provision.
	CHS.SIP.18.04.08	Implement the service's workforce plan.	The service will have the right mix of staff, in sufficient numbers, and with the knowledge and skills to do their job effectively.	31-Mar-2020		Challenges remain across Scotland in respect of the availability of adequate teacher numbers in both the primary sector and in many subject areas within the secondary sector, leading to continual challenges in relation to staffing in schools. Vacant positions are advertised promptly and where possible on a permanent contractual basis, in order to attract an adequate number of high quality candidates. We continue to participate in the student placement system and the teacher induction scheme, so that we can contribute to the initial professional development of teaching staff. A range of high

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update
						quality continuing professional learning opportunities is offered to maximise teacher capacity, as well as a highly rated well subscribed aspiring leadership programme to develop high quality leadership skills and to support succession planning. Planning in underway for a series of briefing sessions for temporary supply staff to ensure full awareness of rights and responsibilities as teaching staff employees of Renfrewshire Council.
	CHS.SIP.18.04.09	Implement the council's new approach to self-evaluation	The service maintains a focus on continuous improvement. Staff have an opportunity to identify areas for improvement and contribute to the process.	31-Mar-2019		The Council's new approach to self-evaluation will be piloted in the second half of 2018/19. Pilot areas are still to be identified.
	CHS.SIP.18.04.10	Through Community Justice Renfrewshire take forward national and local priorities, including housing for prison leavers, improved mental health and employability for persons with convictions.	By addressing some of the factors which lead to offending behaviour, the rate of reoffending can be reduced. People with convictions can be supported to make positive changes.	31-Mar-2021		Work is ongoing to reduce homelessness for those being released from custody, ensure full awareness of referral routes to mental health support, and 'Just Learning' has been established to increase access to training and employment.

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
CHS/S CH/04	Percentage of parents satisfied with establishments Education Scotland Survey				91.1%	88.8%	Not measured for Quarters	100%	Figures for this indicator are taken from parental responses to surveys sent out by inspectors. As such, they relate to a proportion of parents in a small number of schools. Schools included in 2017/18 are

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
									Renfrew High, St Andrew's Academy, Fordbank Primary School, Gallowhill Primary School, St Anthony's Primary School, St Fillan's Primary School and St John Ogilvie Primary School. During 2017/18, 27 parents reported from these 7 schools (which have a combined role in excess of 3,200 pupils) indicated that they were not satisfied,
CHS/S CH/05	Percentage of pupils satisfied with establishments Education Scotland Survey				84.1%	83.4%	Not measured for Quarters	100%	Figures for this indicator are taken from pupil responses to surveys sent out by inspectors; in this case, it is the proportion responding positively to the statement "I enjoy learning at my school". As such, they relate to a proportion of parents in a small number of schools. Schools included in 2017/18 are Renfrew High, St Andrew's Academy, Fordbank Primary School, Gallowhill Primary School, St Anthony's Primary School, St Fillan's Primary School and St John Ogilvie Primary School. This measure does not take into account other statements which cover the broader aspects of school life, such as pastoral care, extracurricular activities, and the relationships between pupils and staff.
CHS/S CH/06	Percentage of adults satisfied with local schools				86%	Data not yet available	Not measured for Quarters	100%	The percentage of adults satisfied with local schools increased from 80% in 2015/16 to 86% in 2016/17. A national average of 73% was recorded for 2016. The figure is taken from the annual Scottish Household Survey; local authority data for 2017 is expected by December 2018. The figure includes responses from people who do not use the

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
									services in question.
CHS/C ORP/0 1	% of complaints responded to within timescales agreed with customers				Not available	74%	95%	100%	20 complaints were received by Children's Services in the first quarter of 2018/19. Four related to social work services and the remainder to education services. All social work complaints were responded to within timescale. One education complaint was dealt with outwith required timescales.
CHS/C ORP/0 2	% of Children's Services employees having completed IDPs				Not available	Not available	Not available	100%	Information on IDPs is not easily reportable given that different systems exist for the former Education and Social Work services. In addition, supervision and professional development for some groups of staff is specific to their profession. Some information is held centrally and some is held within individual schools/units/services.
CHS/C ORP/0 3	% of FOI requests completed within timescale by Children's Services				Not available	Not available	98%	100%	Only partial data is available for 2017/18 due to a change in the way FOIs are tracked. Performance in Children's Services for the period Aug-March was 97%. The service is working with Information Governance colleagues to provide retrospective data. In Q1 2018/19, the service responded to 98% of FOI requests within the 20 day timescale. This equates to one late response.