
To: Education and Children's Services Policy Board

On: 20 May 2021

Report by: Director of Children's Services

Heading: Children's Services Service Improvement Plan 2020/21 Outturn Report

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 2021 in relation to the Service Improvement Plan which was approved in March 2020. That plan was drafted for committee before the extent to which Covid-19 would impact services became apparent.
- 1.2. This report provides a summary of performance in Children's Services for the 2019/20 period, with detailed explanation on all relevant actions and performance indicators. This includes details of those actions delayed or cancelled as a result of Covid-19 restrictions and/or the need to refocus service priorities in order to manage the pandemic response.
- 1.3. The Service Improvement Plan sits beneath the Council Plan, Community Plan, and along with the service's risk register and workforce plan forms a suite of documents which provide the strategic direction for the service. Service Improvement 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 March 2020, 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. Given the unprecedented nature of events in 2020/21, these three-year plans have been curtailed and replaced by Service Delivery Plans which cover a single year (2021/22) and outline what each service plans to do to mitigate

the effects of the pandemic and associated restrictions, as well as actions to support recovery and renewal. The Children's Services Service Delivery Plan was presented to this Board on 18 March 2021 and to the Communities, Housing and Planning Policy Board on 16 March 2021.

- 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 timetable and the measures of success. The service scorecard sets out a range of key indicators against which aspects of performance of the service are measured. Despite the challenges of maintaining services throughout different stages of restrictions, Children's Services continued to deliver on its priorities and select achievements are highlighted in Section 4 of this report.

2. Recommendations

- 2.1 It is recommended that the Education and Children's Services Policy Board note:
- a) the contents of this report;
 - b) the achievements of Children's Services during 2020/21 which fall within the remit of this Board;
 - c) that an outturn report was presented to the Communities, Housing and Planning Policy Board on 18 May 2021 in respect of service areas falling within the remit of that board.

3. Background

- 3.1 Children's Services is responsible for the delivery of social work services to children and families, criminal justice social work, and early years, primary and secondary education. Much of what the service does is statutory; that is, there is a legal requirement for the Council to provide that service. Service delivery is a mix of universal provision (such as education), targeted provision (such as children's houses for accommodated children and young people) and specialist support (for example, criminal justice social work court services).
- 3.2 The service accounts for over half of the Council's overall budget and delivers a range of provisions, such as:
- 49 Primary Schools;
 - 11 Secondary Schools;
 - 12 Early Years Centres and 23 nursery classes;
 - 2 Schools for children and young people with Additional Support Needs;
 - Social Work Fieldwork Teams;
 - 4 children's houses;
 - Supported accommodation for young people leaving care;

- Criminal Justice Social Work (Fieldwork, Unpaid Work service; Throughcare; Women's Community Justice; Court Services; Drug Treatment and Testing Orders);
- Fostering and Adoption services; and
- Kinship Care.

3.3 Children's Services has an approach which is strongly focused on prevention, early intervention and providing additional support for the most vulnerable. Whilst children's health services sit within the Health and Social Care Partnership (HSCP), a key priority of both organisations will be the continuation of effective integrated working.

3.4 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. Importantly, the Service Improvement Plan also links the Council Plan and Community 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.

3.5 The action plan details the progress of specific areas of work which, during 2020/21, enabled the service to support the Council's priorities and help deliver improved outcomes for Renfrewshire residents. It also reflects those areas which were paused or cancelled in order to focus more on frontline service delivery and crisis response. Section 4, which covers the achievements of the service, includes activity which could not have been envisioned when the 2020/21 Service Improvement Plan was written.

3.6 The service also measures progress by reporting on performance indicators. The scorecard included in Appendix 1 provides details of the progress of these indicators throughout 2020/21 against set targets. Some indicators are dependent on other services being operational and could not be collected during 2020/21 whilst others require considerable input from frontline staff and would have taken resources away from core services at a time when there was an acute need to bolster these.

4. Key Achievements 2020/21

4.1 Although operating within a very challenging context for much of the year and requiring to provide a range of additional support as a direct result of the pandemic, Children's Services continued to meet and exceed its statutory obligations in 2020-21.

4.2 The mental health and wellbeing of children and young people is a priority for Children's Services. A new multi-agency, community-based family support service is being developed in partnership with Renfrewshire Health and Social Care Partnership and the third sector and will provide holistic support for a

range of different needs. Considerable work was undertaken in 2020/21 to identify gaps in provision and lay the foundations for this new service.

- 4.3 A 'Coping During Covid' helpline was set up for children and families facing wellbeing issues during the lockdown, and this was complemented by targeted support from a range of children's professionals from the public and third sectors. A curriculum programme, "Skills for Recovery" was delivered in response to the pandemic to support the wellbeing of pupils, parents and staff. This offered practical help and also signposted families and staff to additional supports where these were needed.
- 4.4 The pandemic resulted in the Scottish Government recognising that the August 2020 deadline for increasing all local authority early years provision to 1140 hours was no longer feasible. Renfrewshire Council is on target to deliver this for all eligible children by the new deadline of August 2021, as delays were due only to the pandemic and its impact on construction. As at 31 March 2021, 91% of children attending nursery were already receiving 1140 hours per year and good progress continues to be made with the new build and refurbishment projects.
- 4.5 As noted above, Children & Families Social Work continued to operate throughout lockdown to protect the most vulnerable children, ensure statutory processes can continue, to ensure children who are accommodated are supported to have contact with their families and to ensure young people who are care-experienced feel safe and supported. Regular contact with all children who have a multi-agency plan has taken place throughout lockdown periods, with workers finding different ways to connect with the children and families they support. Social work services also responded to legal changes; new training and guidance has been developed on the Equal Protection from Assault (Scotland) Act 2019 which came into force in November 2020 and a short-life working group is preparing for the implementation of the Age of Criminal Responsibility (Scotland) Act 2020. Programmes such as intensive family support service and the mentoring service provided in partnership with Aberlour continued throughout the year, despite restrictions.
- 4.6 There was external recognition of the high quality of services in Renfrewshire, with Gryffe High School named as Scottish State School of the Year by The Sunday Times, following from a recent Education Scotland inspection where it received a grade of "Excellent" for raising attainment and achievement. Two additional schools, Heriot and Brediland Primaries, have been awarded the prestigious Scottish Government Digital Schools Award since August, recognising positive digital learning experiences for children and young people. To date, 36 of our schools have now received this award. Six schools have been awarded the LGBT Charter Award, three at bronze and three at

silver, whilst three schools have PATHS Worldwide model school status. Results from Education Scotland inspections continued to compare favourably against other local authorities. The service's Development Officer Team has been nominated for this year's General Teaching Council Excellence in Professional Learning Award.

- 4.7 The Renfrewshire Digital School was launched in October to support pupils who were self-isolating or shielding as a result of coronavirus. It provides a range of resources across the curriculum as well as direct access to teaching staff. There are also resources for parents and early years and primary school children are provided with home learning packs. Primary school children can access a virtual classroom and ask a teacher questions about the work they are doing, whilst secondary pupils can access a teacher surgery where staff are available to answer questions from each subject area. This on-line service, postponed during lockdown, will resume when all pupils return to school in April offering support to any pupil requiring to self-isolate at home.
- 4.8 The Renfrewshire Future Pathways programme, with its focus on employability and positive post-school destinations, continued to expand and found ways to work around restrictions, such as offering virtual work placements in fields such as construction and hospitality. Schools continued to offer senior students accredited personal achievement opportunities linked to employability and personal development.
- 4.9 Professional development activities for classroom-based staff continued throughout 2020/21 and strong partnership working with the University of Strathclyde on literacy and with Winning Scotland on numeracy are contributing to the delivery of a high-quality curriculum. Literacy work has also benefited from targeted support provided by the school library staff and from the English as an Additional Language Team.
- 4.10 Children's Services identified the construction of a new Paisley Grammar Community Campus as its learning estate investment priority in May 2019. During 2020, the Service conducted a formal consultation on the proposal which was supported by Education Scotland and approved by the Education and Children's Services Policy Board in January 2021. Having met all the qualifying criteria identified by ministers, the project has now been included in phase 2 of the Scottish Government's £1 billion Learning Estate Investment Programme.
- 4.11 The roll-out of digital learning and teaching was a necessity during lockdown periods and new resources were introduced or developed. This included live and recorded lessons and a wide range of high-quality learning activities that

supported all children and young people in their learning. Home learning packs with printed materials were also available in addition to digital resources, and the Family Learning team provided community-based support and practical advice. The service distributed thousands of pieces of ICT equipment and put in place professional development activities for staff and guidance to help children and families to access online learning and to help care experienced young people stay in touch with their support networks.

- 4.12 Council services worked together to ensure that safe working, learning and care environments were provided, and to organise payments for the families of more than 6000 children and young people to ensure that the absence of a free school meal did not mean children went hungry.

5. Progress against performance measures

- 5.1 Children's Services has 31 performance indicators covering services which fall under the remit of this policy board. Of these, 11 are collected quarterly over a financial year (1 April to 31 March) and 20 are annual indicators measured over an academic year (1 August to 31 July). Almost all the annual indicators measure academic attainment and due to the time lag before figures are published, these are reported one year behind; this outturn report includes 2019/20 attainment data.
- 5.2 The most significant point to note with regards attainment data is that examinations did not take place in 2019/20 due to the pandemic and the assessment method and results are therefore not directly comparable with previous years. Nonetheless, Renfrewshire continues to show strong performance and continuous improvement against a number of measures. The percentage of pupils achieving Levels 4 and 5 in literacy and numeracy continued to increase and Renfrewshire is ahead of the national average for these indicators. Children's Services set itself very challenging targets for average tariff scores and whilst these were not quite achieved in 2019/20, performance continued to improve for most indicators.
- 5.3 Stay-on rates for S4 pupils remain high and above the national average. Almost all pupils stay in school until S5 and almost three-quarters stay on for S6. In addition to traditional exams, Renfrewshire Council offers vocational training within schools as well as focusing on employability skills, personal development and leadership in the senior phase, supporting young people to leave school with the skills to continue with their education or to take up employment or training.
- 5.4 Wherever possible and appropriate, Children and Families Social Work aim to place Looked After and Accommodated Children (LAAC) within a family

setting. The service continues to deliver this for over 80% of accommodated children and is successful in attracting and retaining foster carers. Once children and young people leave care, they have a right to throughcare services from the council. In 2020/21, these services exceeded the target for the percentage who were in education, employment or training, reflecting the current focus of that team.

- 5.5 The two performance indicators which relate to early years provisions were updated in 2020/21 to reflect the change in hours provided from 600 per year to 1140, which had been due to be implemented by August 2020. Due to the pandemic, the Scottish Government delayed the implementation date by 12 months. Renfrewshire Council's programme of expansion has proceeded despite restrictions and so these indicators have been included in the scorecard in Appendix 2.
- 5.6 Some indicators did not quite meet the targets set for them in 2020/21. Targets were set prior to the pandemic and so had not factored in the impact of prolonged restrictions and the additional demands felt by all council services. The poverty-related attainment gap between pupils in the most and least deprived areas of Renfrewshire was 34% against a target of 32% but did narrow compared to the previous year's position and may have been impacted by the change in assessment. The average tariff score (the points generated by exam results) for looked after children fell this year; this is a challenging measure as there is a very small cohort and it changes each year, so the results of a few individuals can have a dramatic effect on the total. Despite this, our targets will remain ambitious for this group of young people. It is worth noting, however, that almost all figures remain in line with or above or virtual comparator figures.
- 5.7 Children's Services works closely with colleagues in Communities and Housing to prevent homelessness for young people, particularly our care-experienced young people. The service has set itself a goal that none of the care experienced young people it works with will experience homelessness. In Q3 2020/21, 5% of this group presented as homeless, which equates to six young people. By homeless, we mean a person with no tenancy or permanent residence of their own, rather than a rough sleeper. All six young people were provided with temporary accommodation when they contacted services. It remains a priority for both services to ensure that no care leavers find themselves without a home, and this challenging target will remain in place.
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Implications of the Report

1. **Financial** – This report highlights resourcing pressures arising from increasing demand for services and the current financial environment.
2. **HR & Organisational Development** – none
3. **Community/Council Planning** – the report details a range of activities which reflect local council and community planning themes.
4. **Legal** – none
5. **Property/Assets** – none
6. **Information Technology** – Digital resources are now key to the delivery of services and strategies are in place to manage this.
7. **Equality & Human Rights** - The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health & Safety** – Children's Services continues to follow current public health guidance in relation to the safe operation of care establishments, learning establishments and other working environments.
9. **Procurement** – none.
10. **Risk** – Risks related to the delivery and management of services are regularly monitored and included in Renfrewshire Council's Corporate and Strategic Risk Registers.
11. **Privacy Impact** - none
12. **COSLA Policy Position** – none.
13. **Climate Change** - none

List of Background Papers: None

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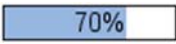

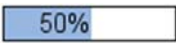

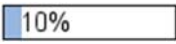
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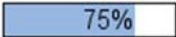

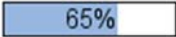


Action Status	
	Cancelled
	Overdue
	In Progress; Assigned
	Completed





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

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CS.SIP.20.01a	Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments.	Staff are skilled and knowledgeable and able to effectively support children and young people in their learning and development.	31-Mar-2021		Practitioners from schools across Renfrewshire have attended Career-Long Professional Learning based on evidence-based approaches to the teaching of literacy and numeracy with a specific focus on raising attainment and supporting recovery. This has included professional learning at all levels from Newly Qualified Teachers to school leaders. Engagement has largely been from the primary sector with secondaries largely focussing on SQA/senior phase.	Education Manager (Curriculum)

	CS.SIP.20.01b	Improve employability skills and support all of our young people to enter positive destinations and sustained post-school destinations.	Equipping children and young people with the skills needed in the workplace improves opportunities and life chances for all.	30-Jun-2020		Our Renfrewshire Future Pathways programme has continued to expand this year, albeit online due to Covid-19 restrictions. The programme provides bespoke opportunities for some of our most vulnerable young people to have experience of interview skills and preparation for the world of work. It has also provided opportunities for a cohort of young people to undertake work placements (again virtually this year) in areas such as construction and hospitality. The figure for Renfrewshire's young people leaving school and moving into a positive and sustained destination has been increasing over the last 3 years, though did have a slight dip this year (94%) due to reduced opportunities as a result of the pandemic; however it was still above the national average of 93.3%. We are currently working with Skills Development Scotland to further embed the Career Education Standard across all schools.	Education Manager (Senior Phase)
	CS.SIP.20.01c	Develop and strengthen our partnership with the Winning Scotland Foundation and Stanford University in the field of Mathematical Mindsets.	Equipping children and young people with the skills needed in the workplace improves opportunities and life chances for all.	31-Mar-2021		There are currently 58 practitioners representing both primary and secondary sectors engaging in the Limitless Learning in Maths course, delivered in partnership with Winning Scotland. The course is supporting practitioners to enact the principles of Growth Mindset in the classroom and helping young people develop the confidence, resilience and high-order thinking skills required to succeed in the 21st century.	Education Manager (STEM)
	CS.SIP.20.01d	Expand the support offered to young people to develop leadership skills and increase levels of pupil participation in schools and beyond.	Equipping children and young people with the skills needed in the workplace improves opportunities and life chances for all.	31-Mar-2021		Between Aug and December 2020, 4 secondary schools participated in a reconnection day as part of the CANI Pupil Leadership Programme to create a well-designed structure to build leadership capacity within the school community. Seven secondaries signed up for the 2020-21 residential leadership programme which we were hopeful would take place	Education Manager (Professional Development and Leadership)





						early 2021. As it became clear this was not going to happen due to the ongoing Covid-19 pandemic, in-school Goal Attainment Programmes were established for January-March 2021. However, due to the further lockdown, all pupil leadership plans have been postponed until session 2021-22.	
	CS.SIP.20.01e	Review the curriculum for a specific focus on learner pathways (2-18) and the S3 curriculum.	The curriculum will be coherent and flexible and provide progression and levels of attainment for all children and young people.	31-Mar-2021		This priority was delayed as a result of the pandemic.	Head of Quality and Curriculum
	CS.SIP.20.01f	Develop progression pathways on literacy and numeracy which align with national expectations but can be tailored to ensure they are relevant to the context of individuals schools.	The curriculum will be coherent and flexible and provide progression and levels of attainment for all children and young people.	31-Mar-2021		Literacy progression pathways are being developed in partnership with Education Scotland and the National Literacy Network with an initial focus on reading and writing, underpinned by the Renfrewshire Literacy Approach. Numeracy and maths pathways are in place.	Education Manager (Curriculum)
	CS.SIP.20.01g	Develop the breadth of choice available to young people by expanding the curriculum offer in the senior phase to include a wider range of accredited achievement opportunities and vocational programmes including the expansion of Foundation Apprenticeships.	Equip children and young people with the skills knowledge and experience to be successful in life beyond schools.	31-Mar-2021		Schools are increasingly offering accredited personal achievement opportunities within the senior phase linked to employability skills and personal development skills. The numbers of young people undertaking, and completing, Foundation Apprenticeships (both one year and two year programmes), while still relatively small, have been increasing year on year. We currently have one Foundation Apprenticeship which is council led and plan to introduce more using this model.	Education Manager (Senior Phase)




Strategic Priority 2: Building strong, safe and resilient communities




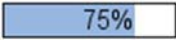
Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CS.SIP.20.02a	Further explore the opportunities presented by embedding a Family Group Decision Making approach within Children and Families social work.	Early intervention supports families to make positive changes which improve relationships and may prevent compulsory measures.	31-Mar-2021	<div><div>45%</div></div>	Two senior managers have now completed accredited FGDM training. An FGDM offer to families is a statutory requirement and its benefits were highlighted by the Independent Care Review. Right for Renfrewshire service re-design work was on hold during pandemic but has now re-started. Our approach to supporting children to remain safely within their families, including FGDM, will be considered within this process.	Quality Assurance and Practice Development Manager
	CS.SIP.20.02b	Further develop support for and use of kinship care	Families are supported to be able to provide a stable and safe environment for children and young people.	31-Mar-2021	<div><div>5%</div></div>	The pandemic has impacted significantly on this action as officers have required to focus on ensuring effective delivery of existing service. There is a development session planned for early May and an action plan will be produced following this.	Children's Services Manager
	CS.SIP.20.02d	Further develop the fostering service, with a focus on placements for older children.	Families are supported to be able to provide a stable and safe environment for children and young people. Older children are able to remain in a family placement rather than a residential care service.	31-Mar-2021	CANCELLED	The pandemic has impacted significantly on this action, as the service has had to focus on supporting existing foster carers to continue to care for children during lengthy periods of national lockdown. It is unlikely that there will be much progress with this action until we are living with significantly less restrictions due to Covid 19.	Children's Services Manager
	CS.SIP.20.02e	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-2021	<div><div>100%</div></div>	The Equal Protection from Assault (Scotland) Act 2019 came into force in November 2020 and a short-life working group has developed local practice guidance and training which will go for final approval to Renfrewshire Child Protection Committee in June 2021. A Renfrewshire response to new national child protection guidance was submitted to the Scottish Government in January 2021. The Learning Review consultation	Child Protection Adviser


						was completed and a final version has been circulated with a view to launching in May 2021. The Age of Criminal Responsibility (Scotland) Act 2019 is expected to be in force from October 2021 and a short life working group has been set up to prepare for this.	
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Strategic Priority 3: Tackling inequality, ensuring opportunities for all

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CS.SIP.20.03a	Continue to work towards providing 1140 hours of high quality early learning and childcare for all eligible children in Renfrewshire.	Children are given the best start and are supported to reach their full potential.	31-Jul-2020		As a result of the unavoidable delays caused by the pandemic, the Scottish Government has extended the deadline for provision of 1140 hours to August 2021. Despite restrictions, Renfrewshire has been able to progress this work and already 91% (3387) of eligible children have been able to access 1140 during 2020/21. The remaining 9% are currently receipt of 600 hours and will access 1140 hours by August 2021. This action has been included in the Service Delivery Plan for 2021/22 to reflect the revised national deadline.	Education Manager (Early Years)
	CS.SIP.20.03b	Ensure Renfrewshire is a 'Child Friendly' place where children are nurtured and thrive.	All children in Renfrewshire have the best possible start in life.	31-Mar-2021		A broad range of evidence-based support, resources and guidance have been established in order to nurture wellbeing and ensure all our children and young people thrive. Both during the periods of lockdown and when schools and centres have been open, significant progress has continued to be made to expand and embed the implementation of our nurturing relationships approach. A qualitative evaluation of the programme has been published as part of PhD research by education psychologists demonstrating highly effective practice across schools. During lockdown an anxiety helpline was established to	Director of Children's Services





Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						provide support for children and families. On return to school a trauma informed skills for recovery programme has been a highly effective tool used by schools to support children and young people. Further work is ongoing with the establishment of a mental health and wellbeing strategy group to build capacity and ensure services and partners are working closely together.	
	CS.SIP.20.03c	Review support for young carers, identifying opportunities to improve life chances.	Young carers have time away from their responsibilities and are supported to make time for themselves.	31-Mar-2021	<div><div>40%</div></div>	The needs of children and young people with caring responsibilities is being considered as a part of our service re-design. Work is ongoing to embed young carers' support within our wider GIRFEC approach, rather than as a stand-alone service. The development of 'The Bridge', our new, multi-agency community-based family support service, will co-ordinate the identification and provision of holistic supports to young carers.	Quality Assurance and Practice Development Manager
	CS.SIP.20.03e	Implement the recommendations of the ASN review.	Children and young people are supported to remain in mainstream education with their peers.	31-Mar-2021	<div><div>50%</div></div>	Following a pause as a result of the period of lockdown, further work has concluded in engaging with stake holders to develop the locality model . This includes ongoing engagement with unions in order to agree revised roles and remits of LGE staff. Small tests of change are being undertaken across a range of areas of the service in order to ensure approaches will be achievable when scaled up. As a result of the unavoidable delay, this action has been included in the Service Delivery Plan for 2021/22 with a revised due date of 31 March 2022.	Head of Schools
	CS.SIP.20.03f	Develop the Mental Health and Wellbeing Strategic Partnership with Barnardos to address the causes and symptoms of poor mental health in children and young people.	Children and young people enjoyed improved mental health and can access appropriate support if and when they need it.	31-Mar-2021	<div><div>100%</div></div>	The Mental Health and Well-being workstream has worked with Barnardo's Scotland to build a new approach to supporting children and young people with challenges in relation to mental health. "The Bridge" model ensures that help is	Head of Childcare and Criminal Justice

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						available at the earliest point where a child or young person requires it.	
	CS.SIP.20.03g	Provide high quality education and support to narrow the outcomes gap for children from disadvantaged groups.	Children are given the best start and are supported to reach their full potential.	31-Mar-2021		This has been a fragmented year for pupils with a mixture of in-school, blended and remote learning. The way we delivered learning and teaching has changed considerably. Staff developed their digital skills to ensure they were maximising the learning opportunities via digital platforms. Pupils experienced high quality on-line, remote learning experiences which enabled them to build on the knowledge and skills developed in school. Whilst every effort was made to engage all learners we cannot underestimate the impact the pandemic has had on learning. To fully understand this impact, an equity audit was conducted, information from which has and will continue to inform future planning and targeted intervention.	Director of Children's Services
	CS.SIP.20.03h	Implement the national Health and Wellbeing census and collaborate with the West Partnership to use the results to inform improvement.	Children and young people have increased resilience and are supported in social and emotional development.	31-Mar-2021		The national HWB census was postponed due to Covid-19. The SG are currently determining how this can be implemented in academic session 21/22. A multi-agency Mental Health Action Group has been established to develop consistent, effective and preventative approaches to improving mental HWB in Renfrewshire educational establishments. The group have developed a 'Promoting MH Policy' template linked to the NHSGCC Healthy Minds Framework (6 box model), which can be adapted by establishments to suit their own contexts. The work of the Action Group feeds into the MH Governance Board. In response to the pandemic, a variety of bespoke resources have been developed, in partnership with Educational Psychologists, to promote HWB skills for recovery in children, young people, staff and parents. The CBT programme 'Living	Education Manager (Health and Wellbeing)

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						<p>Life to the Full' is now being rolled out to all secondary schools following the successful pilot in 7 schools last session. Counselling services are available to all children and young people over the age of 10 across Renfrewshire. Plans are underway to extend this service to under 10s and parents. We have 5 primaries, 6 secondaries and 1 ASN school piloting the Glasgow Profiling Motivation and Wellbeing tool to ensure that pupil voice is at the heart of planning for wellbeing. A range of professional learning has been offered to practitioners to enhance their skills, knowledge and confidence in areas including anxiety, depression, self-harm and suicide, Seasons for Growth, CEOP, LGBT and NSPCC. Our Mentors in Violence Prevention (MVP) peer mentoring programme is being rolled out to further secondary schools. Our HWB Development Officer coordinates and supports much of the work previously outlined as well as chairing the West Partnership Personal, Social and Emotional (PSE) workstream sub-group. High quality resources for remote delivery have been developed to support practitioners and enhance learning and teaching. In secondaries, we have been promoting opportunities for wider achievement awards for young people in the Senior Phase, for example, the SQA Mental Health and Wellbeing Award and our MVP programme. For more information, our very informative monthly newsletters can be accessed via our blog here/. Visit Twitter @EdHWB.</p>	
	CS.SIP.20.03i	Provide enhanced educational support to care experienced children and young people through an intensive family supports service, leadership development and a	All children in Renfrewshire have the best possible start in life.	31-Mar-2021	<div><div>85%</div></div>	The SPACE intensive family support service and the Aberlour mentoring project were fully operational prior to the start of the pandemic and operated throughout. The progress of these	Children's Services Manager



Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
		bespoke attainment mentoring programme.				approaches is reported regularly to the Scottish Attainment Challenge Governance Board. Unfortunately it has not been possible to progress the leadership development opportunities during the pandemic.	







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


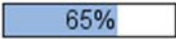

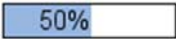


Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CS.SIP.20.04a	Continue to work with other council services to deliver improvements to the school estate which offer a high degree of environmental sustainability and energy efficiency.	Following the Council's declaration of a climate emergency in June 2019, the delivery of this action will make a critical contribution towards Renfrewshire being carbon neutral by 2030.	31-Mar-2021		The energy management unit is currently undertaking a series of energy efficiency initiatives to ensure environmental sustainability continues to improve within the education estate. Site surveys are regularly undertaken to determine what measures are required to improve the credentials of our buildings while maintaining a level of comfort which enhances the educational experience of children, young people and staff in sustainable spaces which are fit for learning and teaching.	Education Manager (Resources)
	CS.SIP.20.04b	Progress consultation and development work in relation to the priority schools identified in the School Estate Management Plan.	Pupils and staff enjoy a modern, fit for purpose, school estate which supports learning and achievement.	31-Mar-2021		Formal consultation on a proposal to relocate Paisley Grammar School to a new build community campus closed on 20 October 2020 and a report on the findings of the consultation was submitted to the Education and Children's Services Policy Board. The school and wider community, and Education Scotland, were supportive of the proposal and the recommendation to progress with a new build community campus was approved on 21 January 2021.	Education Manager (Resources)




Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						<p>In January 2021 the Scottish Government confirmed that the project would be supported through phase 2 of the learning estate investment programme and the Council's "status evaluation" return for the project was submitted to Scottish Futures Trust (SFT) in February 2021.</p> <p>By March 2021 governance arrangements to take forward the project were established and planning for the programme of works has commenced.</p>	

Strategic Priority 5: Working together to improve outcomes












Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CS.SIP.20.05a	Through Community Justice Renfrewshire further develop the Just Learning employability programme for people with convictions.	By addressing some of the factors which lead to offending behaviour, the rate of re-offending can be reduced. People with convictions can be supported to make positive changes.	31-Mar-2021		<p>The programme has continued to operate and develop during lockdown, moving from face to face to virtual where required with service users moving into employment, paid traineeships and full-time education, with many more gaining certificates in various courses and training. The YES course, a partnership with West College Scotland which supports service users to reach a place where training and employment is within reach, has continued. The course won the Essential Skills Award at the College Development Network Awards in December. Liaison within HMP Low Moss, to promote service involvement with prisoners pre-release and utilisation of the prison peer mentors has been impacted upon by COVID given restrictions on attending prisons during this period.</p>	Criminal Justice Service Manager

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
	CS.SIP.20.05b	Managing the use of Attainment Challenge, Pupil Equity Fund, and Care-Experienced Fund to maximise the benefits from additional funding.	Additional funding is deployed effectively to support Children's Services in delivering the priorities of the Council.	31-Mar-2021		Additional funding via the Attainment Scotland Fund was used effectively to close the poverty related attainment gap in Renfrewshire. This was achieved via five main workstreams including Learning and Teaching, Families and Communities, Leadership, Care Experienced Children and Young People and Data Analysis. As a result of Covid-19, the Deputy First Minister announced that funding could be used flexibly in response to the pandemic. As such, our programme was reviewed to ensure that approaches and interventions could continue to be delivered and that support was responsive to need. We continue to make excellent progress in achieving our programme outcomes and this has been demonstrated in the ASF end of year report as well as in the Education Scotland SAC 5 Year Impact Report which captures impact at all levels.	Head of Curriculum and Quality
	CS.SIP.20.05c	Support and challenge staff in more effective use of data to understand children's needs and drive further improvements.	Staff are comfortable using data to support their understanding of local needs and use this to inform service delivery and support improvement.	31-Mar-2021		Staff continue to receive a range of support with gathering and analysis of data to inform practice. A wide range of analysis continues to be made available to schools. In the past year, this analysis has been shared via PowerBI which greatly improves the accessibility and scale of analysis available. Support for schools has successfully moved online with schools receiving one to one support via Teams and a range of training courses continue to be delivered. In addition, online video guides have been made available to all schools which can be accessed at any time. All schools continue to be supported and challenged through quality improvement visits where data trends are discussed, and next steps identified.	Head of Curriculum and Quality
	CS.SIP.20.05d	Implement and embed a new case management system for Children and Families Social Work.		31-Mar-2021		The new system Eclipse is now in place and staff are accessing on a regular basis. Some outstanding minor changes and	Head of Child Care and Criminal Justice







Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						improvements are outstanding and will be completed by the end of May 2021.	
	CS.SIP.20.05e	Roll out the leadership programme for early learning and childcare heads, deputies and middle leaders, including professional learning and qualification opportunities.	Staff at all levels recognise their individual responsibility to facilitate improved outcomes for children and young people.	31-Mar-2021		The Covid-19 pandemic impacted on the delivery of the programme as originally planned, by either causing a delay to the start of training or by interrupting training. Our newly appointed Deputy Heads of Centre and Senior early years practitioners had the opportunity to participate in a leadership programme which included a focus on the development of leadership skills, policy and management responsibility and development. In addition around 80 leaders across the whole early years, including Funded Providers, have been supported to access certificated qualifications which have a focus on leadership development.	Education Manager (Early Years)
	CS.SIP.20.05f	Evaluate options and develop a model of joint working through an integrated children's services team which delivers an 'early help' service to families in Renfrewshire.	Families benefit from universal and targeted interventions which help them overcome challenges and supports children remaining at home, cared for by their parents.	31-Mar-2021		Work was delayed because of the pandemic, however, considerable progress has been made in the final quarter via the Mental Health and Wellbeing workstream. A holistic, community-based and multi-agency approach to providing early help to families called 'The Bridge' is currently in development. The approach will build on universal supports already available and offer targeted supports at tiers 2 and 3 to support parenting and address mental wellbeing concerns. The Bridge will begin work as a test of change in a single locality and learning from it will inform expansion across the authority.	Director of Children's Services
	CS.SIP.20.05g	Contribute to a pilot and learning exercise on national training for Unpaid Work paraprofessionals.	Staff at all levels have the opportunity for personal and professional development which supports the delivery of good quality services.	31-Mar-2021		Renfrewshire Council contributed to the Community Justice Scotland pilot of a training model for Unpaid Work Staff. This involved staff at all levels within the service, who found it relevant and helpful to their work. The pilot was completed prior to initial lockdown, however Covid-	Criminal Justice Service Manager







Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						19 has resulted in the wider training roll out being delayed.	
	CS.SIP.20.05h	Implement a new programme of leadership development within social work.	Staff at all levels have the opportunity for personal and professional development which supports the delivery of good quality services.	31-Mar-2021	<div><div>60%</div></div>	The new supervision policy is now fully implemented and all staff are now identifying learning objectives. The leadership development programme has been developed and now being rolled out.	Head of Childcare and Criminal Justice
	CS.SIP.20.05i	Work with partners on delivering the recommendations of Renfrewshire's Alcohol and Drugs Commission.	Agencies work together to reduce the impact of addictions on the lives of Renfrewshire residents.	31-Mar-2022	<div><div>5%</div></div>	Delivery of the recommendations of the Alcohol and Drug Commission which relate to children and young people are being delivered via the Mental Health and Wellbeing workstream in Children's Services. Discussions on how the funding will be deployed have taken place involving officers from the Council, Renfrewshire HSCP and the third sector; a plan for how the funds will be deployed will be finalised by May 2021.	Head of Childcare and Criminal Justice
	CS.SIP.20.05j	Deliver a programme of events in schools related to the COP26 climate change conference in partnership with the West STEM Partnership Hub.	Our children and young people are better informed about the impact of climate change and the importance of sustainability and are supported to develop skills to meet the challenges of a climate emergency.	31-Dec-2020	<div><div>0%</div></div>	The COP26 was originally scheduled to take place in November 2020 but has been postponed for 1 year. This action has been cancelled.	Education Manager (STEM)

CS 2020-2021 Financial Year Scorecard










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




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

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q3 2020/21		Q4 2020/21		2020/21		Latest Note
					Value	Target	Value	Target	Value	Target	
CHS/LGBF/01	Percentage of Looked After Children cared for in the community				94%	89.9%	93%	89.9%	93%	89.9%	Performance remains stable with almost all looked after children being cared for in a community setting. Residential settings are more suitable for a small number of children and young people based on their particular needs but the service will always seek to place a child in a family setting where appropriate.
CHS/CPR/01	Percentage of children registered in this period who have previously been on the Child Protection Register				44%	n/a	29%	n/a	30%	n/a	There were 28 new CP registrations between January and March 2021; 8 of the children had previously been registered. Over the whole year, there were 125 children added to the register of whom 38 had previously been registered. Reregistrations are







											monitored as part of the Renfrewshire Child Protection Committee's performance management to ensure that there have been no inappropriate deregistrations.
CHS/LAC/01	The percentage of children made subject to a supervision order that were seen by a supervising officer within 15 days	Indicator cancelled									The new social work case management system does not allow us to report on this indicator and so it has been cancelled. The system does generate task lists and so individual workers can see which visits are due to be undertaken; children will continue to be seen at home following a supervision order but we will no longer report on timeliness on an aggregate level.
CHS/LAC/02	Percentage of accommodated Looked After Children placed with families				82%	83%	82%	83%	82%	83%	Performance is stable, and most accommodated children are placed with foster carers or prospective adopters as appropriate. There will always be a small number of children and young people for whom a residential setting better fits their needs.
RCPC/01	Number of children on the Child Protection Register at quarter end date				72	n/a	71	n/a	71	n/a	This is for information only. Child protection work continued throughout all periods of restriction over the past year and remains a priority activity.




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

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q3 2020/21		Q4 2020/21		2020/21		Latest Note
					Value	Target	Value	Target	Value	Target	
CHS/EY/03	% of entitled 2 year olds accessing 1140 hours of early learning and childcare				98%	n/a	99%	n/a	99%	n/a	This was a new indicator for 2020/21 and no target has been set until a baseline can be established.
CHS/EY/04	% of 3 and 4 year olds accessing 1140 hours of early learning and childcare				92%	n/a	92%	n/a	92%	n/a	This indicator also includes children in their deferred year who are accessing 1140 hours of early learning and childcare, as well as the 3 and 4 year olds. The Covid pandemic delayed some of the planned infrastructure developments to support the 1140 expansion. The legislative requirement to deliver 1140 hours of early learning and childcare was postponed until August 2021
CHS/LAC/CL/01	Percentage of care leavers participating in employment, training or education				59%	53%	58%	53%	58%	53%	The numbers of care leavers who were in education, employment or training at the quarter end date is 58%, which is in excess of the target of 53%. This reflects

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q3 2020/21		Q4 2020/21		2020/21		Latest Note
					Value	Target	Value	Target	Value	Target	
											the continued focus the Throughcare team has on education, training and employment. These figures are a snapshot taken at the end of each quarter based on young people being supported by Throughcare at that date, so the year end figure is the same as Q4.
CHS/LAC/CL/02	Percentage of care leavers who have had a period of homelessness in the last 6 months				5%	0%	3%	0%	3%	0%	The figure of 3% equates to 4 young people and reflects continued improvement, and care experienced young people are a priority group for homeless services and will always be offered temporary accommodation. Throughcare and Housing continue to work together to reduce homelessness and to support young people in sustaining tenancies. These figures are a snapshot taken at the end of each quarter based on young people being supported by Throughcare at that date, so the year end figure is the same as Q4.

Priority Strategic Priority 5: Working together to improve outcomes

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q3 2020/21		Q4 2020/21		2020/21		Latest Note
					Value	Target	Value	Target	Value	Target	
CHS/CORP/01a	% of Stage 1 complaints responded to within timescales agreed with customers				100%	95%	0%	95%	95%	95%	The number of complaints has been extremely low, with only one Stage 1 complaint received in Q4; as such percentages are not a good representation of performance for quarters. During 2020/21, Children's Services received a total of 56 Stage 1 complaints, of which 53 were responded to within the five day timescale.
CHS/CORP/01b	% of Stage 2 complaints responded to within timescales agreed with customers				90%	95%	80%	95%	92%	95%	Only five Stage 2 complaints were received during Q4 and all but one was responded to on time, as with Stage 1, very low numbers result in percentages which do not provide a good representation of performance. Stage 2 complaints are often complex and investigations can exceed the timescale of 20 days. During 2020/21, Children's Services received a total of

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q3 2020/21		Q4 2020/21		2020/21		Latest Note
					Value	Target	Value	Target	Value	Target	
											39 Stage 2 complaints, of which 36 were responded to within the agreed timescale.
CHS/CORP/03	% of FOI requests completed within timescale by Children's Services				86.4%	100%	97.1%	100%	94.8%	100%	Children's Services received 135 FOI requests in 2020/21, of which 128 were responded to within the required timescale. There was a considerable drop-off in requests in the first quarter of the year but these have increased and are back at levels consistent with previous years. An IT issue resulted in a small number of requests not being received in good time and consequently there were some late responses. This affected all services and was quickly resolved once it was identified.













CS 2020-2021 Academic Scorecard










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










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













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

Code	Short Name	Status	Short Term Trend	Long Term Trend	2019/20		Latest Note
					Value	Target	
CHS/ATT/01b	% of Leavers attaining numeracy SCQF Level 4				95%	95%	The performance of Renfrewshire school leavers in numeracy at SCQF level 4 or above has increased to 95% since the previous year. This is ahead of the virtual comparator which is 93%, and the national figure of 92%. This represents an increasing trend over each of the last 3 years. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct comparator with previous years.
CHS/ATT/01c	% of Leavers attaining literacy SCQF Level 5				88%	86%	Attainment of school leavers in literacy at SCQF level 5 or above has increased since 2018/19. Renfrewshire has consistently been ahead of both the national average (82%) and its virtual comparator (86%) for the previous 3 years. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct comparator with previous years.
CHS/ATT/01d	% of Leavers attaining numeracy SCQF Level 5				78%	75%	The percentage of school leavers achieving SCQF level 5 or above in numeracy has increased to 78%. Renfrewshire remains above the virtual comparator, which rose to 75% in 2019/20, and the national figure of 71%. Over 5 years, the percentage achieving level 5 numeracy or above has increased by 7 percentage points. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct comparator with previous years. The percentage of school leavers achieving SCQF level 5 or above in numeracy has increased to 78%. Renfrewshire remains above the virtual comparator, which rose to 75% in 2019/20, and the national figure of 71%. Over 5 years, the percentage achieving level 5 numeracy or above has increased by 7 percentage points. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct comparator with previous years.
CHS/ATT/12	Average Complementary Tariff (S4)				318	317	The average complementary tariff score amongst S4 pupils in Renfrewshire has continued to increase over the previous 5 years.




Code	Short Name	Status	Short Term Trend	Long Term Trend	2019/20		Latest Note
					Value	Target	
							In comparison, Renfrewshire's score was greater than that of the national average (304) and its virtual comparator (311), for the fifth year in a row. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct comparator with previous years.
CHS/ATT/13	Average Complementary Tariff (S5)				588	601	The average complementary tariff score amongst S5 pupils in Renfrewshire has continued to increase over the previous 5 years. In comparison, Renfrewshire's score was greater than that of the national average (551) and its virtual comparator (563), for the fifth year in a row. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct comparator with previous years.
CHS/PD/01	% of School leavers in a positive destination				94%	95%	The percentage of 2019/20 leavers entering a positive destination has decreased from previous years to 94%. However, this represents an increasing trend over 3 years. Renfrewshire is marginally ahead of the national figure, but remains behind the virtual comparator in this measure - both comparators have dropped since the previous year. The majority of our school leavers went into higher education. The figure this year was 48%, above the national average of 44%. A further 27% of leavers went to further education, however only 17% went into employment, a drop from 22% in the previous year; highlighting the economic impact of Covid-19.
CHS/PD/02	Number of foundation apprenticeships accessed by Renfrewshire school pupils		n/a	n/a	42	n/a	This indicator was introduced in 2020/21 and in the absence of baseline data, no target was set. During 2019/20, 42 young people from Renfrewshire schools began foundation apprenticeships and it is intended to grow this number year on year as part of our wider goal of positive post-school destinations for all our young people.

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

Code	Short Name	Status	Short Term Trend	Long Term Trend	2019/20		Latest Note
					Value	Target	
CHS/ATT/07	Percentage gap in average total tariff score of school leavers resident in SIMD 30% most deprived and those from the 70% least SIMD deprived Renfrewshire areas.				34%	32%	The size of the gap between pupils living in most and least deprived areas has decreased in consecutive years. Although there has been continuous improvement, the reduction did not meet the target in 2019/20, due to particularly strong attainment of pupils living in the least deprived areas. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct comparator with previous years.
CHS/ATT/08	Average Total Tariff Score of Looked After Children (school leavers)				218	310	The average total tariff of care-experienced school leavers decreased in 2019/20 to 218. However, the figure is greater than the 2017/18 tariff. Due to the small number of looked after pupils in each leavers cohort there is considerable variation in the average tariff from year to year. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct comparator with previous years.
CHS/ATT/09	Gap between the Average Total Tariff Score of Looked After Children (school leavers) and that of the total Renfrewshire leavers cohort				78%	65%	The percentage gap between the average total tariff between looked after school leavers and the general cohort increased in 2019/20 to 78%. This was due to a drop in the average total tariff of care-experienced pupils and a increase in the average total tariff of the general cohort. The number of looked after pupils in each leaver's cohort is small therefore a high degree of variation is expected in these figures year on year. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct comparator with previous years.
CHS/ATT/14	Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Literacy between pupils living in 30% Most Deprived areas and those living in 70% Least Deprived Areas (SIMD)	Cancelled for 2019/20					This national dataset was not collected for 2019/20 due to Covid-19 restrictions being in place.
CHS/ATT/15	Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Numeracy between pupils living in 30% Most Deprived areas and those living in 70% Least Deprived Areas (SIMD)						
CHS/ATT/16	Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Literacy						

Code	Short Name	Status	Short Term Trend	Long Term Trend	2019/20		Latest Note
					Value	Target	
	between pupils entitled to Free School Meals and pupils not entitled						
CHS/ATT/17	Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Numeracy between pupils entitled to Free School Meals and pupils not entitled						
CHS/SCH/07	% of children attending school (Primary)				94.1%	95.5%	Attendance was slightly below the target set for the year, but as the target was agreed in 2018/19 and the pandemic was not anticipated, this represents a high level of attendance in challenging circumstances.
CHS/SCH/08	% of children attending school (Secondary)				89.4%	91%	Attendance was slightly below the target set for the year, but as the target was agreed in 2018/19 and the pandemic was not anticipated, this represents a high level of attendance in challenging circumstances.
CHS/SCH/09	% of young people choosing to stay onto S5 after January (as % of S4 roll at September previous year)				94%	92%	Stay-on rates remain high and most pupils remain in school until at least S5. Initiatives such as foundation apprenticeships and the provision of vocational education provided by West College Scotland but delivered in-school give pupils a range of options in the senior phase.
CHS/SCH/10	% of young people choosing to stay onto S6 (as % of S4 roll at September two years before)				73%	68%	The number of pupils staying on until S6 has increased considerably since this indicator was introduced in 2017, when the S6 stay on rate was 66%. Education for the senior phase has a strong focus on personal development and employability skills as well as on academic attainment, supporting our goal of positive post-school destinations for all.

Priority Strategic Priority 5: Working together to improve outcomes

Code	Short Name	Status	Short Term Trend	Long Term Trend	2019/20		Latest Note
					Value	Target	
CHS/SCH/05	Percentage of pupils satisfied with establishments Education Scotland Survey				89%	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.

Code	Short Name	Status	Short Term Trend	Long Term Trend	2019/20		Latest Note
					Value	Target	
							Schools included in 2019/20 are St John Bosco Primary School, Riverbrae, East Fulton Primary School, Langbank Primary School, Our Lady of Peace Primary School, Mary Russell School, Heriot Primary School and Lochfield 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.