

Education, Children and Families Committee

10am, Tuesday, 21 May 2013

Children and Families Service Plan 2013-16

Item number	7.12
Report number	
Wards	All

Links

Coalition pledges	P1 - P6
Council outcomes	CO1 – CO6
Single Outcome Agreement	SO3

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Executive summary

Children and Families Service Plan 2013-16

Summary

To advise the Education, Children and Families Committee of the Children and Families Service Plan 2013-16.

The Children and Families Service Plan 2013-16 articulates:

- Our vision for children and young people in Edinburgh
- Our seven strategic outcomes – why they are important and how we will measure progress towards them
- Our seven priorities for action – based on regular monitoring of progress.

This plan aligns fully with the Edinburgh Partnership's Single Outcome Agreement, the Integrated Plan for Children and Young People, the Council's strategic outcomes and the Coalition Agreement Pledges.

Recommendations

- 1 It is recommended the Education, Children and Families Committee notes The Children and Families Service Plan 2013-16

Measures of success

The Children and Families Service Plan lays out in detail how progress will be measured. There is a full set of performance indicators showing current performance and targets for the next three years.

The Children and Families Standards and Quality Report annually details progress made towards each outcome and improvement priority.

Financial impact

No financial implications.

Equalities impact

No equalities implications arising directly from this report. The plan contains an indication of where there is an equalities element to each of the indicators.

Sustainability impact

There are no adverse environmental impacts arising from this report.

Consultation and engagement

Engagement has taken place with service managers across Children and Families.

Background reading / external references

Links

Coalition pledges	<p>P1. Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P2. Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations</p> <p>P3. Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools</p> <p>P4. Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</p> <p>P5. Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</p> <p>P6. Establish city-wide co-operatives for affordable childcare for working parents</p>
Council outcomes	<p>CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</p> <p>CO3. Our children and young people at risk, or with a disability, have improved life chances</p> <p>CO4. Our children and young people are physically and emotionally healthy</p> <p>CO5. Our children and young people are safe from harm or fear of harm, and do not harm others within their communities</p> <p>CO6. Our children and young people's outcomes are not undermined by poverty and inequality</p>

Single Outcome Agreement Appendices	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential 1. Children and Families Service Plan 2013-16
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Paul Godzik
Convener



Gillian Tee
Director

Foreword

Children and Families is committed to delivering the highest level of service for every child and family across Edinburgh. By adopting a co-operative approach, we will engage with children, young people and their parents, and ensure that we take into account their views in decisions that affect them.

Overall our aim will be to shift the balance of resources from high-end service provision to early intervention, providing the support to ensure that every child has the best start in life. We are also determined to look at innovative approaches, such as provision of childcare co-operatives.

The needs of children, young people and their families must be placed at the heart of our services. All children and young people should enjoy being young and be supported to fulfil their potential. At the core of our thinking is that all our work should be child-centred. This means that all services are fitted around the needs of children, young people and their families.

It is our firm belief that children and young people do best when:

- they are able to live safely, happily and in good health within their families with the right kind of support, as needed;
- they attend first class, inclusive schools which meet their needs;
- they are raised within caring, supportive communities with access to a range of support and activities;
- they can play a full part within their communities.

Central to all we do is the need to develop self-confidence and resilience amongst children and young people, and the need to develop a collective sense of responsibility within communities for vulnerable children and those in greatest need.

At the same time, it is important to remain realistic about the inequalities that affect our children's life chances. Working with our partners in health, police, the voluntary sector and others is the best way to make a progressive impact on the big issues, such as the significant levels of poverty, inequality and high levels of drug and alcohol misuse in the city. Together with our partners we have made significant progress to improve services for children and young people.

This service plan details the ways in which all of our children can have the best start in life, be successful learners, confident individuals, effective contributors and responsible citizens. It also sets out ways to support and develop healthy lifestyles and reaffirms our commitment for all young people to leave school into positive destinations, and with the skills and motivation to become lifelong learning.

Gillian Tee
Director of Children and Families

Councillor Paul Godzik
Convener of Education, Children and Families

Overview

Introduction

Our overarching aim is to provide effective high quality services making best use of resources. This plan sets out our key priorities for achieving our vision that Edinburgh's children and young people enjoy their childhood and achieve their potential. The plan covers the next three years and is reviewed and updated annually. The service plan is a high level document with more detailed plans, such as team plans and service-specific improvement plans, feeding in. Throughout this document there are references to more specific areas of work and service developments.

As well as regular detailed performance monitoring of our priorities and outcomes, each year we produce a Standards and Quality Report which sets out progress and areas for further improvement.

About Children and Families

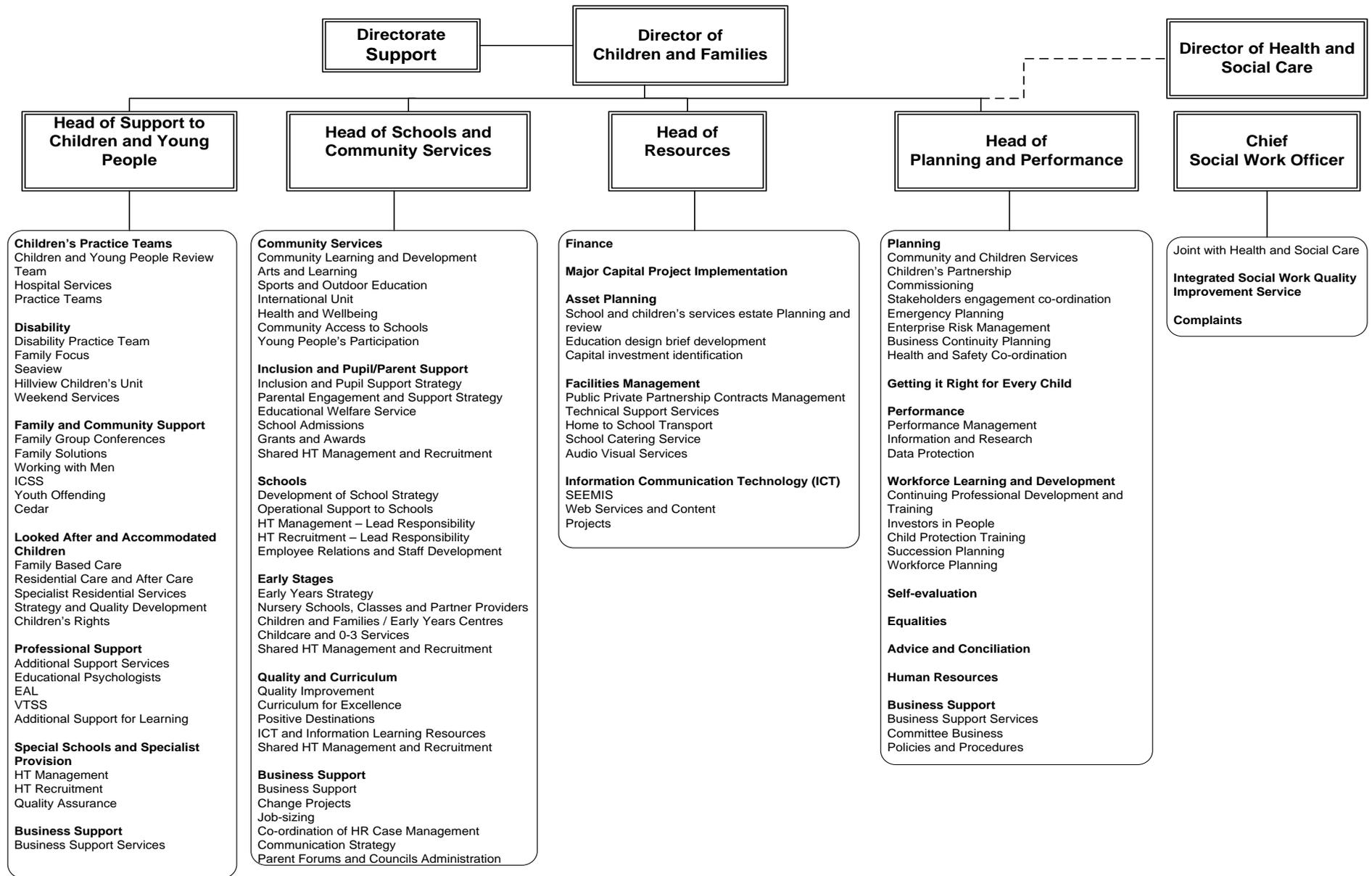
Children and Families provides a wide range of services for children, young people and families. They range from educational services (including schools, additional support for learning, sports and outdoor education, arts, music, global citizenship, health and wellbeing promotion) to children and young people's social work services (including child protection, looked after children, family support services and residential services) to community learning and adult education programmes to early years and pre-birth services.

Children and Families includes:

- 14 Early Years Centres
- 13 nursery schools (one includes a specialist class)
- 69 nursery classes (one includes a specialist class)
- 87 primary schools (six include specialist classes)
- 23 secondary schools (four include specialist resources)
- 13 special schools and services (two with specialist nurseries)
- A range of specialist teaching services and support services for additional support needs
- An educational psychology service
- 11 residential units, including close support and respite units for specialist disability
- 7 practice teams including a disability practice team
- 42 community centres

The authority is also in partnership with around 120 providers per year who provide pre-school education and care to around 40% of Edinburgh's children aged 3-5 years.

The diagram on Page 4 sets out a summary of the services provided by Children and Families.



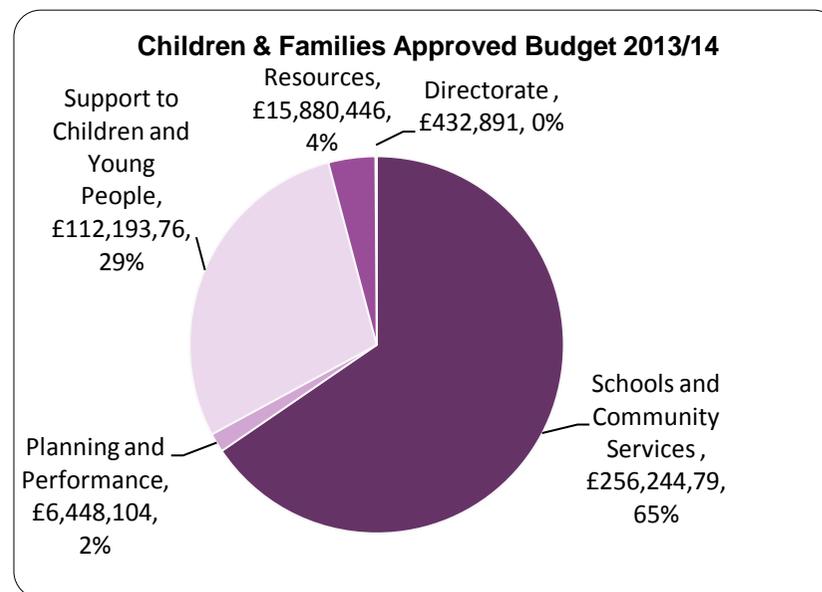
Using our resources

We are committed to delivering the highest level of service for every child and across Edinburgh. We are working to redesign services and use our resources efficiently to improve outcomes for all of Edinburgh's children and young people. The services which we commission and deliver are essential to achieving this. This commitment reflects the Council's Coalition Pledges.

The ongoing financial strategy since 2007 has been to protect frontline services, to redesign children's services, and improve the efficiency in other areas of service provision particularly with regard to management and business support and discretionary non-staffing expenditure. Since 2007 Children and Families has successfully dealt with significant budget challenges through its financial strategy, achieving a balanced budget since 2009/10.

The financial situation remains challenging and in meeting the Council's requirement for further extensive savings over the next five years, further budget reductions are required.

Long term financial planning takes account of current and projected demographics with increased resources being targeted since 2007 to reflect the rise in numbers of vulnerable children requiring services, increasing numbers of 0-5 year-olds and work to reduce class sizes.



The following tables provide a summary of our equalities employment data, and staffing data, as at 31st March 2013

Staffing Breakdown	Headcount	Full-time Equivalent
Non-teaching staff	4041	3459.90
Teaching staff	4899	3530.31

Equalities Employment data	Male Chief Officers	Female Chief Officers	Male at Grades GR10-12	Female at Grades GR10-12	BME	Disabled
Children and Families	80.00%	20.00%	43.75%	56.25%	1.83%	1.40%
Council	65.20%	34.80%	58.30%	41.70%	2.49%	1.62%

Context for Delivering Services

Population Demographics

The total population of Edinburgh has increased by 6% since 2001. Edinburgh's population growth was faster than the Scottish average (5%). It is anticipated that the school age population (5-16) in the city will rise by 26% between now and 2024 (65,200).

Changes to specific population groups within the city indicate where services will need to be focussed over the next few years.

From a low point in 2002 of 4,500, births have increased by 26% to 5,600 in 2012. This increase in birth rate will translate into additional demand for Early Years services.

Figure 1: Projected 3+4 Year Olds in Edinburgh

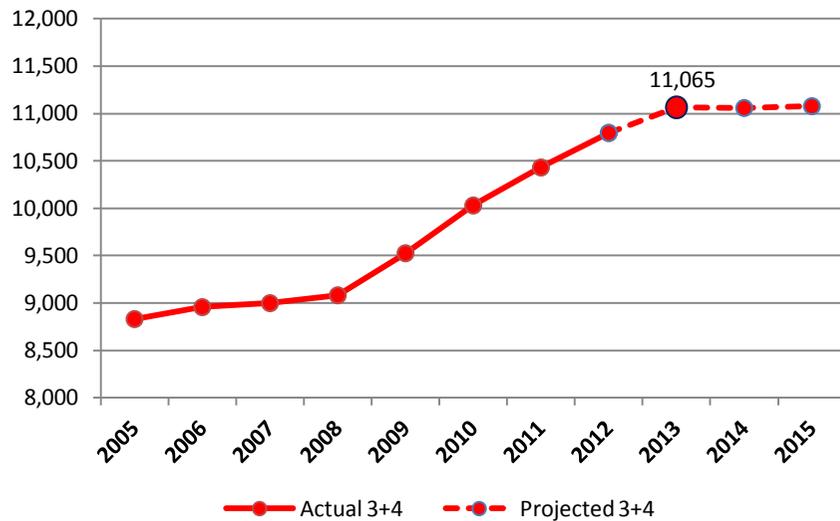


Figure 1 shows that the number of 3-4 year olds in the city is expected to increase by 22% to around 11,000 between 2008 and 2013. This will have implications for the primary school sector and place significant pressure on P1 places over the next few years.

Since 1997, there has been a 19% drop in the primary school roll population. This has already increased by 6% to 25,900 in 2012 and is further projected to rise to a high of 32,300 by 2024 as illustrated in Figure 2. This represents a 25% increase from the current 2012 roll.

Figure 2: Actual and Projected Primary School Rolls and Capacity

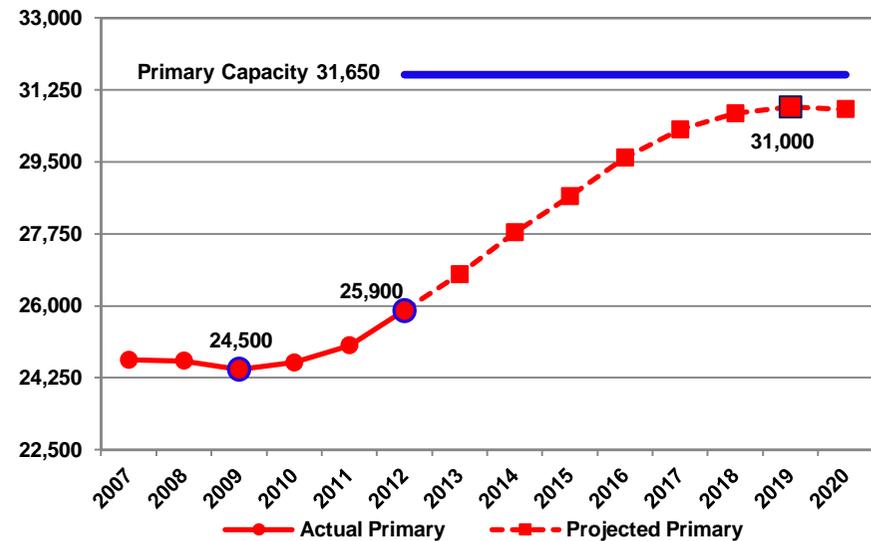
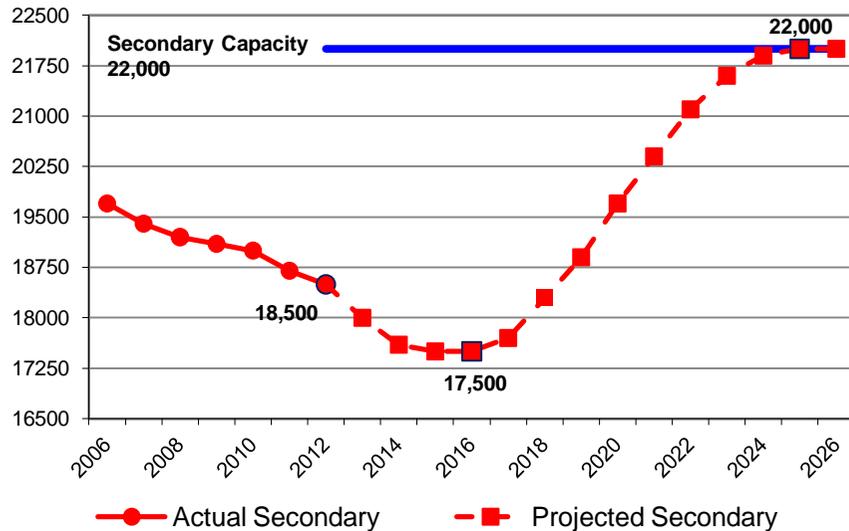


Figure 3 highlights a drop of almost 6% in the 12-17 population between 2006 (20,200) and 2012. This is projected to continue to fall by a further 5% until 2016 (17,500), before by 26% to a peak of almost 22,000 by 2025.

Population projections based on National Records of Scotland (NRS) - 2010 Based Population Projections. School roll data based on start of Session School Rolls (ScotXed Census from 2007). All population figures are rounded to the nearest 100.

Figure 3: Actual and Projected Secondary School Rolls and Capacity



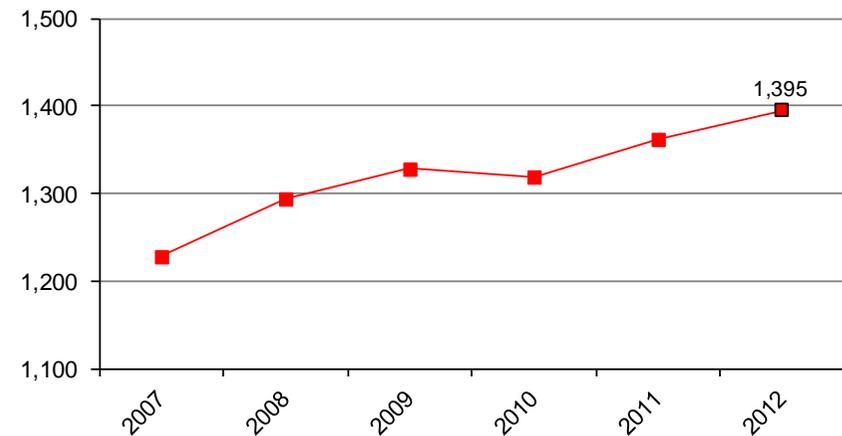
Looked After Children (LAC)

The number of children requiring to be looked after has shown a steady rise (see Figure 4) with a 14% increase between 2007 and 2012. The make up of this population over this period has changed significantly with 54% more children placed with foster carers and 18% less staying at home. Overall the proportion of all Looked After children that are placed away from home over this period has increased from 63% to 73%. The percentage of the 0-18 population that is LAC in Edinburgh is 1.6% which is in line with the national figure. The demand for foster care places continues to increase, as does demand for services for children with disabilities.

Child Protection

In the reporting year 2011/12 371 children were added to the Child Protection Register. The number of children on the Child Protection Register fluctuates with the annual reported figure ranging between 227 and 287 over the last five years. The rate per 1,000 population (aged 0-15) is 3.1 which is in line with the national figure.

Figure 4: Number of Looked After Children



Additional Support for Learning (ASL)

Since the introduction of the Additional Support for Learning Act there has been year on year increases in the numbers of learners being identified as having exceptional additional support needs and/or having complex needs. In addition these complex needs are increasingly met within the Authority's own schools and specialist services.

English as an Additional Language (EAL)

Over recent years there has been a significant increase in the number of bilingual and minority ethnic pupils attending the Authority's schools. In 2012, 18.2% of our pupils were from a Black and Minority Ethnic (BME) background. Meanwhile the number of children and young people requiring EAL support has more than doubled from 3.7% in 2005 to 8.6% in 2012. This has implications for Education and Social Work Services.

Additional Support for Needs (ASN)

The Scottish Households Survey (2009) suggests that 5% of 0-15 year olds have a disability or long term illness which limits their daily activity. The predicted mid year estimates for 2011 suggest there are 78,074, 0-16 year olds in Edinburgh. This would then mean that there are approximately

3,900, 0-16 year olds with a disability and or long term illness. There is a growing pressure from families who have children/young people with a diagnosis of autism on Edinburgh services. The national figure for children/young people with autism is one in every 100 in the population with half of these also having a learning disability.

Many children with profound and multiple disabilities now survive due to advances in medical intervention. This has become another growth area in relation to requests for support from families in Edinburgh. Families are expected to cope with various interventions day and night such as

catheterisation, administration of gastrostomy/peg feeding, administration of oxygen and complex manual handling. Families can struggle with the high care needs of their child with a disability alongside everyday family life. Many of the families involved are single parent with few family supports.

Legislation, National and Local Strategies and Priorities

Children and Families is responsible for delivering a wide range of services for children, young people and their families. Some of the key examples of relevant legislation, local priorities and strategies and national guidance and priorities to the services we provide are shown below:

Legislation

- Standards in Scotland's Schools etc. Act 2000
- Scottish Schools (Parental Involvement) Act 2006
- Schools (Consultation) (Scotland) Act 2010
- The Education (Scotland) Act 1980, as amended
- Additional Support for Learning Act 2005, as amended
- Children (Scotland) Act 1995
- Adoption and Children (Scotland) Act 2007
- Protection of Children (Scotland) Act 2003
- The Equalities Act 2010
- Data Protection Act 1998 and Freedom of Information (Scotland) Act 2002
- Local Government (Scotland) Act 1973
- Local Government (Scotland) Act 2003

Local Priorities and Strategies

- Customer Service Excellence
- Corporate Parenting Action Plan
- Investors in People
- Early Years Change Fund Implementation Plan
- Early Years Strategy
- Growing Confidence
- Equality, Diversity and Human Rights Action Plan
- Joint Health Improvement Plan
- Asset Management Strategy

- Supporting Communities
- Community Engagement Implementation Plan
- Edinburgh Violence Reduction Programme 2008-13

National Guidance and Priorities

- National Concordat
- Early Years Collaborative
- Early Years Framework
- Curriculum for Excellence
- More Choices, More Chances
- Getting it right for every child
- Better Health, Better Care
- National Guidance for Community Learning and Development

In the lifetime of this plan, we anticipate that the Children and Young People's Bill will proceed into law and if all goes to plan it will come into effect from August 2014. The Bill sets out important provision for:

- Children's Rights
- Getting it Right for Every Child
- Provision for Looked After Children and kinship

The Bill proposes significant extension of provision for early education and childcare for three year olds and some two year olds and for the extension of throughcare and aftercare for (formerly) Looked After Children up to the age of 25.

Edinburgh's Community Plan

The Edinburgh Partnership is the city's community planning partnership working to improve outcomes for the city and its people. The Community Plan (formerly known as the Single Outcome Agreement) presents the Edinburgh Partnership's agreed priorities for the city and the outcomes to be delivered by partners.

The vision of the Edinburgh Partnership is that Edinburgh is a thriving, successful and sustainable capital city in which all forms of deprivation and inequality are reduced.

The four outcomes identified to achieve the vision are:

- Edinburgh's economy delivers increased investment, jobs and opportunities for all
- Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities
- Edinburgh's children and young people enjoy their childhood and fulfil their potential
- Edinburgh's communities are safer and have improved physical and social fabric

Integrated Plan for Children and Young People

The Edinburgh Children's Partnership directs the strategic planning, development and delivery of children and young people's services on behalf of the Edinburgh Partnership. The vision, outcomes and priorities of the Children's Partnership are fully aligned to those detailed in the Edinburgh Partnership's Community Plan and to the Children and Families Service Plan.

City of Edinburgh Council's Strategic Plan

The City of Edinburgh Council has a vision that is fully aligned to the vision of the Edinburgh Partnership: 'Edinburgh is a thriving,

successful and sustainable capital city'. The Council's five strategic outcomes to achieve the vision are:

- Edinburgh's children and young people enjoy their childhood and fulfil their potential
- Edinburgh's economy delivers increased investment, jobs and opportunities for all
- Edinburgh is an excellent place in which to live, study, work, visit and invest
- Health and wellbeing is improved in Edinburgh and there is a high quality of care and protection in place for those who need it
- The Council is an efficient and effective organisation and a great place to work

The Council's Strategic Plan describes how the overall vision and the five identified outcomes will be achieved.

Capital Coalition Agreement and Pledges

Following the elections on 3rd May 2012, the Capital Coalition Agreement between the Edinburgh Labour Party and the Scottish National Party was drawn up and signed. The document details the way forward for the Council and includes a list of pledges to be delivered during the 2012-2017 term. The Capital Coalition Pledges are:

- Ensuring every child in Edinburgh has the best start in life
- Reducing poverty, inequality and deprivation
- Providing for Edinburgh's prosperity
- Strengthening and supporting our communities and keeping them safe
- Ensuring Edinburgh, and its residents, are well cared-for
- Maintaining and improving the quality of life in Edinburgh.

The first Pledge is clearly aligned with the first of the Council's five strategic outcomes and with the vision for Children and Families. Part 1 of the schedule accompanying the Capital Coalition Agreement details how the six Pledges will be achieved. The actions relating directly to the work of Children and Families are:

- Increase support for vulnerable children, including help for families so that fewer go into care
- Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations
- Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools
- Draw up a long-term strategic plan to tackle both the over-crowding and under use in schools
- Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
- Establish city-wide childcare co-operatives for affordable childcare for working parents
- Further develop the Edinburgh Guarantee to improve work prospects for school leavers.

Throughout this plan we demonstrate how Children and Families, working alongside elected members, will deliver on these, and all other relevant, pledges and actions.

Children and Families Service Planning

Our vision is for all children and young people in Edinburgh to enjoy their childhood and fulfil their potential. Our mission is to place children, young people and families at the heart of all our services and provide support when it is needed throughout childhood and the transition to adulthood.

Children and Families has identified seven key strategic outcomes which will help to achieve our vision.

Strategic Outcome 1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed

Strategic Outcome 2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities

Strategic Outcome 3 – Our children and young people in need, or with a disability, have improved life chances

Strategic Outcome 4 – Our children and young people are physically and emotionally healthy

Strategic Outcome 5 – Our children and young people are safe from harm or fear of harm, and do not harm others within their communities

Strategic Outcome 6 – Our children's and young people's outcomes are not undermined by poverty and inequality

Strategic Outcome 7 – Providing quality services and making best use of our resources

What Have We Achieved?

The recent joint inspection of children's services noted a number of key strengths:

- The high motivation and strong commitment of staff to improving the life chances of vulnerable children, young people and families
- The actions taken to keep children and young people at risk of abuse and harm safe
- The very wide range of measures to consult and seek the views of children, young, families and other stakeholders
- A strong culture and ethos of positive partnership working for the benefit of children, young people and families at all levels
- The visionary leadership and direction of the Edinburgh Children's Partnership and commitment to prevention and early intervention

Several key improvements have been noted through our regular performance monitoring during 2012/13. These include:

- All National Priority secondary school attainment measures have shown year on year improvement since
- Attendance at school has increased and exclusions from school have reduced
- Sustained improvement in the number of school leavers entering a positive destination
- Further reduction in the number of young people referred to Scottish Children's Reporter Administration on offence grounds
- More young people participating in and achieving Duke of Edinburgh awards

- Further progress towards achieving the target of 2 hours/periods of quality curriculum PE
- Reduced waiting lists in disability services
- Significant improvement for those who are in receipt of through care and aftercare services who have a pathway co-ordinators and a pathway plan in place
- Significant improvement in the percentage of reports being submitted to Scottish Children's Reporter Administration within timescale
- Improvement in outcomes for Looked After Children

What Are Our Challenges?

In order to ensure we can continue to deliver services to our intended standards, there are a number of challenges that we must overcome:

- Significant demographic pressures caused by the projected changes in the population in the city - there is a projected increase in children reaching school age of 25% by 2024
- Significant financial pressures caused by the economic downturn across the country and the consequent reduction in budgets available for delivering services
- The deteriorating physical condition of some buildings over the whole of our estate
- Capacity issues in specific areas of the city caused by demographic changes and the physical condition of school buildings
- The move towards integrating services such as children's services and health

What Are Our Priorities for Improvement?

The recent inspection of children's services highlighted the areas requiring improvement as:

- Improve and extend help and support at an early stage for children, young people and families so they get the help they need before difficulties get worse
- Improve planning to meet needs so that children and young people experience long-lasting improvements
- Implement more systematic and joint approaches to quality assurance and self-evaluation to improve outcomes for children and young people
- Continue to reduce outcome gaps for children and young people whose life chances are at risk and place a stronger focus on achieving speedier improvement for the most vulnerable

We have identified the following seven areas as priorities for action through recent external inspection and through our regular performance monitoring. Work to achieve these improvements will take place alongside work to improve on all of our outcomes. The seven particular areas requiring a focus are:

- to improve support in early years so that all children reach appropriate developmental and social milestones
- to improve and extend help and early support for children in need*, and their families, so they get the help they need before difficulties get worse
- to improve the educational attainment of the lowest achieving pupils
- to improve life chances for Looked After Children
- to improve health outcomes for children, with a specific focus on promoting healthy lifestyles and reducing risk-taking behaviours
- to reduce the risk of children and young people causing harm to themselves and to others
- to increase the number of young people who enter and sustain positive destinations

*Children in need includes those who suffer from neglect, domestic abuse, issues caused by parental substance misuse, young carers and those with Additional Support Needs or disability.

Delivering Our Strategic Outcomes

The remainder of this section provides further details of our Strategic Outcomes alongside the Capital Coalition Pledges. Details of the key performance measures which will be used to assess progress and the initiatives, strategies, approaches and ongoing work in place to support work towards the key outcomes are also set out. All performance measures with an equalities dimension have been marked with the symbol (EQ=).

SO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed

We know that there is a direct link between the experiences of early childhood and what happens in adult life and that parents' and carers' interaction with children during early childhood is critical in developing relationships and laying the foundations for positive physical and mental health and each child's long term wellbeing. We will strengthen universal early years services and build family capacity and confidence, pre-birth and throughout early years, with additional support targeted for those who need it most.

In October 2012, the Scottish Government launched the Early Years Collaborative which aims to make Scotland the best place in the world to grow up in and to put the Early Years Framework into practical action. In Edinburgh, a multi-agency team has been established to continue to work in partnership towards meeting the stretch aims laid out by the Scottish Government. These aims are to reduce stillbirths and improve the performance in children reaching expected developmental milestones at the time of the child's 27-30 month check and the time the child starts school.

The Scottish Government's Early Years and Early Intervention Change Fund has supported the development and strengthening of early years services especially for vulnerable children and their families and the development of the early years estate. Our ambition is to ensure that each neighbourhood, community or cluster has access to integrated flexible early years services. In order to realise this ambition, resources are being re-aligned. Work has been ongoing to increase capacity, improve the fabric of nursery buildings and develop early years centres. Early Years Centres can offer a wider range of support enabling children to experience education and childcare in a universal setting, meeting the demand for pre-school education and enhancing provision for vulnerable 2-3 year olds in identified areas of the city.

We want to deliver increasingly integrated early years learning and childcare options with an emphasis on high quality experiences for children, effective learning and support programmes for parents and carers, increased outreach provision and good quality local resources and information. Implementing and monitoring the national Early Years Collaborative and the Early Years Change Fund are central to our ability to deliver transformational change in this respect.

We want to improve literacy attainment by delivering more opportunities for parents to take part in Family Learning, building their skills and confidence to support their child's learning.

Priority for Improvement – To improve support in early years so that all children reach appropriate developmental and social milestones.
Capital Coalition Pledge – Establish city-wide childcare co-operatives for affordable childcare for working parents.
Capital Coalition Pledge – Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations.

Outcome SO1.1 - Children's early years development, learning and care experiences are improved

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of pre-school settings achieving positive (satisfactory or better) Education Scotland inspection reports	87%	95%	96%	97%	Latest data taken from 93 Education Scotland inspections (28 April 2008-31 March 2012) of all local authority and partner provider pre-school settings. National performance is 92%.	Aileen Mclean
Percentage of Care Commission inspections with assessments of good or above	(2011/12) 89%	95%	96%	97%		Aileen Mclean
Percentage of children entering mainstream P1 with a baseline numeracy score of 85 or more	91%	92%	-	-	Age appropriate development measures for 0-5s and primary school age are being developed. This interim measure is based on the baseline numeracy and literacy tests at entry to P1. (EQ=)	Aileen Mclean
Percentage of children entering mainstream P1 with a baseline literacy score level of 85 or more	89%	90%	-	-		
Percentage of partner provider pre-school establishments with access to qualified teacher	(2011/12) 38%	39%	40%	41%	46 out of 120 partner provider pre-school establishments have employed a qualified teacher.	Aileen Mclean
Number of parents and carers participating in Family Learning opportunities in targeted schools and nurseries	850	1,000	1,350	1,500	Aim to increase to 1500 (EQ=)	Maria Gray
Number of pre-school education hours per year provided for children receiving Local Authority pre-school education provision	475	475	600	600	There is a Scottish Government proposal for the number of hours of pre-school provision to be extended to 600 by 2015.	Aileen Mclean

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of P1 to P3 pupils in classes of 18 or fewer across Positive Action schools	37.9%	50%	75%	100%	Current performance data taken from pupil census in September 2012. Some Positive Action schools are retaining more of their catchment pupils due to more parents being unsuccessful with placing requests as a result of rising rolls. This, along with the inability to legally restrict the classes to 18, has meant that some classes have fallen short of the target.	Ron Waddell
Percentage of P1 pupils in class sizes of 25 or fewer	97%	100%	100%	100%	Where lack of accommodation restricts additional classes being established, team teaching arrangements are used as agreed with the Scottish Government. Almost all P1 classes have pupil:teacher ratios of 25 or fewer.	Ron Waddell

Ref	Key Projects/ Initiatives/Approaches	Lead
1.1	Deliver the Capital Coalition Agreement and Pledges through co-operative approaches.	All managers
1.2	Develop strategy to deliver childcare co-operatives.	Aileen Mclean
1.3	Mainstream the Getting It Right for Every Child core components across all our services.	Lynne Porteous
1.4	Deliver the Early Years Strategy and the Early Years Action Plan.	Aileen Mclean
1.5	Deliver the Early Years Change Fund Action Plan and Early Years Collaborative.	Alistair Gaw
1.6	Ensure early years services such as day care and children with disabilities services are integrated into the early years strategy development.	Aileen Mclean With SCYP managers
1.7	Develop measures to support progress on the Early Years Strategy, on age appropriate development for 0-5s and primary school. The interim use of the measures on baseline literacy and numeracy will further support development of ways to assess early years development and progress and readiness for school.	Aileen Mclean
1.8	Implement actions in the Early Literacy Strategy to support improvements in language and literacy in the early years targeting the lowest attaining 20%.	Martin Vallely
1.9	Implement the Additional Support for Learning Improvement Plan.	Martin Vallely
1.10	Ensure educational work with parents and carers is recognised as a priority to be developed; further develop Family Learning approaches to support children's learning; support parents' learning through targeted literacy and numeracy work.	Maria Gray

SO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to society

Key to children and young people becoming successful learners, confident individuals, responsible citizens and effective contributors, is ensuring that they have the knowledge, skills and attributes they will need in order to flourish in life, learning and work. Attainment is an important outcome measure in ascertaining young people's progress towards achieving these attributes. We are committed to high quality inclusive schools which work with families to meet the needs of all their children and delivery of Getting it Right is a key priority.

The continued implementation of Curriculum for Excellence sees new qualifications introduced in May 2014 for S4 pupils. A new Senior Phase benchmarking tool is currently being developed by the Scottish Government which will provide advice on future measurements of improvement. This will be introduced in August 2015.

Measures of performance in attainment and achievement by the end of P1, P4, P7 and S3 will be based on pupils achieving the expected Curriculum for Excellence levels for their stage in Numeracy and Literacy English. These measures will be published in future reports.

Special Schools are fully embracing Curriculum for Excellence and track individual learners' progress through various means including setting and regular reviewing of targets within Individual Education Plans covering the key areas of Literacy, Numeracy and Health and Wellbeing. Children are experiencing challenge within the broad general curriculum to help equip them with skills for learning, life and where possible work.

Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community. We will implement the new policy guidance on Better Relationships, Better Learning, Better Behaviour to ensure that this environment is promoted effectively.

Priority for Improvement – To improve the educational attainment of the lowest achieving pupils.

Capital Coalition Pledge – Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools.

Capital Coalition Pledge – Draw up a long-term strategic plan to tackle both over-crowding and under use in schools.

Capital Coalition Pledge – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum.

Outcome SO2.1 - Children and young people have high quality learning experiences and their learning needs are met

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of primary schools achieving positive (satisfactory or better) inspection reports	89%	93%	94%		Data from Education Scotland inspections (28 April 2008 -31 March 2012) of primary schools.	Karen Prophet
Percentage of secondary schools achieving positive (satisfactory or better) inspection reports	83%	90%	91%		Data from Education Scotland inspections (28 April 2008 -31 March 2012) of secondary schools.	
Percentage of pupils achieving SCQF Level 3 in maths and English by end of S6	93.9%	94.9%	95.9%	Not applicable	Latest performance data is the 3-year post-appeal average (2010-12) of the % of the relevant mainstream S4 cohort. Target is to reach performance in the top quartile by 2014/15 based on 2010-12 data. Edinburgh was in the 3 rd quartile in 2010-12. National performance was 93.9%. (EQ=)	Karen Prophet
Percentage of pupils achieving 5+ awards at SCQF at Level 3 or above by end of S6	91.2%	93.3%	95.3%	Not applicable	See note above. Edinburgh was in the 4 th quartile nationally. National performance was 92.4%.	Karen Prophet
Percentage of pupils achieving 5+ awards at SCQF at Level 4 or above by end of S6	80.6%	82.8%	85.4%	Not applicable	See note above. Edinburgh was in the 3 rd quartile nationally. National performance was 80.6%.	Karen Prophet
Percentage of pupils achieving 5+ awards at SCQF at Level 5 or above by end of S6	55.2%	56.5%	57.8%	Not applicable	See note above. Edinburgh was in the 2 nd quartile nationally. National performance was 52.7%.	Karen Prophet
Percentage of pupils achieving 1+ awards at SCQF Level 6 or above by end of S6	53.1%	54.1%	55.1%	Not applicable	See note above. Edinburgh was in the 2 nd quartile nationally. Target is to achieve continuous improvement. National performance was 49.3%.	Karen Prophet
Percentage of pupils achieving 3+ awards at SCQF Level 6 or above by end of S6	39.3%	40.2%	41.2%	Not applicable	See note above. Edinburgh was in the top quartile nationally. Target is to achieve continuous improvement. National performance was 35.1%.	Karen Prophet
Percentage of pupils achieving 5+ awards at SCQF Level 6 or above by end of S6	27.8%	28.8%	29.8%	Not applicable	See note above. Edinburgh was in the top quartile nationally. Target is to achieve continuous improvement. National performance was 23.9%.	Karen Prophet

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Attainment of children – those achieving 5+ awards at Level 5 by the end of S4 (Single Year) (Improvement Service Benchmarking indicator)	39%	40%	41%	42%	Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme.	Karen Prophet
Attainment of children – percentage of those achieving 5+ awards at Level 6 by the end of S6 (Single Year) (Improvement Service Benchmarking indicator)	29%	30%	31%	32%		
Average tariff score of lowest performing 20% of S4 pupils in mainstream schools	71	73	75	77	Latest data relates to 2011/12 pre-appeal. From 2015/16 there will be a new way of measuring performance through the introduction of the new Senior Phase Benchmarking Tool. This will look at tariff scores for bottom 20%, top 20% and middle 60% and will be based on the new sets of qualifications. Targets may be revised to take this development into account. (EQ=)	Karen Prophet
Average tariff score of highest performing 80% of S4 pupils in mainstream schools	219	221	222	223	The aim is to narrow the gap between the highest and lowest achieving pupils whilst still improving attainment for all. (EQ=)	Karen Prophet

Outcome SO2.2 – Promote Better Relationships, Better Learning, Better Behaviour

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of half days attended by pupils in primary schools	95.2%	95.3%	95.4%	95.5%	Latest data relates to performance over school year 2011/12 and is taken directly from the schools' management system. This shows a significant improvement from the figure in 2010/11. No national data is available for 2011/12 as this is now published once every two years. Target of 95.5% would have seen performance in the top quartile nationally based on 2010/11 data. Targets may be revised once the next national data is published. The national average was 94.8% in 2010/11.	Moyra Wilson

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of half days attended by pupils in secondary schools	92.8%	Maintain at 92.8%	Maintain at 92.8%	92.9%	See note above. National performance was 91.1% in 2010/11. Performance of 92.8% would have seen Edinburgh in the top quartile nationally based on 2010/11 data. Cautious targets have been set to consolidate the significant improvement made in 2011/12.	Moyra Wilson
Percentage of half days attended by pupils in special schools	90.4%	90.6%	90.6%	90.6%	Latest performance data relates to school session 2011/12. National performance was 90.6% in 2010/11. Target is to reach, and then maintain, national performance based on 2010/11 data. Note that Special School provision in Edinburgh is not comparable with other local authorities.	Moyra Wilson Rosie Wilson
Exclusions per 1,000 pupils from primary schools	12	11	11	11	Data relates to school session 2011/12. No national data is available for 2011/12 as this is now published once every two years. Target is to reach, and then maintain, the national performance in 2010/11.	Moyra Wilson
Exclusions per 1,000 pupils from secondary schools	51	51	51	51	Data relates to school session 2011/12. No national data is available for 2011/12 as this is now published once every two years. Target is to maintain the current good performance. National performance in 2010/11 was 72.	

Outcome SO2.3 - Young people are confident individuals, effective contributors and responsible citizens

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of schools (all local authority schools, independent and partner providers) participating in Eco-Schools award scheme	92%	93%	94%	95%	The programme continues to perform well and maintains steady progress with only a small number of council run Early Years Centres still to register and approximately 30 partner provider nurseries.	Lindsay Grant
Percentage of schools (all local authority schools, independent and partner providers) with at least one Eco-School award	79%	80%	81%	82%		

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Number of schools with Rights Respecting School Award (at all levels)	4 schools achieved	8 schools achieved	10 schools achieved	12 schools achieved	3 more schools booked in for assessment before end of this term. The programme itself is changing and this may affect our schools' participation (EQ=)	Claire Soper
Number of schools (all sectors) carrying out citizenship work with partners in developing countries	70	72	74	75	The arrangements for external funding are changing so this indicator may require redefinition. This indicator measures schools engaging in curricular partnerships. (EQ=)	Claire Soper
Number of schools with British Council International School Award (at all levels)	15 schools achieved	16 schools achieved	18 schools achieved	20 schools achieved		Claire Soper
Number of pupils in mainstream schools accessing free instrumental music tuition	4,710	4,750	4,850	4,950	Edinburgh currently offers free tuition in every school according to school roll. (EQ)	Linda Lees
Percentage of young people accessing instrumental music service who receive free school meals	6.4%	7.5%	9%	10%	(EQ)	Linda Lees
Number of young people participating in Duke of Edinburgh (Gold, Silver, Bronze and Sectional)	2,986	3,135	3,291	3,455	There were 1,293 male participants and 1,693 female participants.	Robin Yellowlees
Number of young people achieving Duke of Edinburgh Awards (Gold, Silver, Bronze and Sectional awards)	432	457	522	574	Implementation of e-DofE (the electronic recording system) has improved reporting mechanisms significantly. 432 is the highest level of achievement to date and is split into 287 Bronze, 109 Silver and 36 Gold. In addition there were 187 sectional awards.	Robin Yellowlees
Percentage of young people from lowest achieving and priority groups participating and achieving awards in Duke of Edinburgh	17%	20%	21%	22%	72 in total; 52 Bronze and 20 Silver (EQ)	Robin Yellowlees
Percentage of athletes in Sports Academies to achieve selection to East of Scotland or national squads	82%	85%	85%	85%		Robin Yellowlees

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Number of young people who take part in Open Youth Work provision	7,300	7,500	Maintain at 7,500	Maintain at 7,500	(EQ=)	Maria Gray
Number of young people who take part in Edinburgh Youth Gathering and Annual Conference	350	350	350	350		Maria Gray

Ref	Key Projects/ Initiatives/Approaches	Lead
2.1	Deliver the Capital Coalition Agreement and Pledges through co-operative approaches.	All managers
2.2	Mainstream the Getting It Right for Every Child core components across all our services.	Lynne Porteous
2.3	Implement the Parental Engagement Strategy following extensive consultation.	Moyra Wilson
2.4	Implement the Additional Support for Learning Improvement Plan.	Martin Vallely
2.5	Further develop the new Neighbourhood Groups and build on the improvements to the Consultative Committee with Parents (CCwP)	Moyra Wilson
2.6	Implement the Strategy, Policy and Procedure for Better Relationships, Better Learning, Better Behaviour.	Moyra Wilson
2.7	Implement the Integrated Literacy Strategy.	Martin Vallely
2.8	Implement actions in the Integrated Literacy Strategy to support improvements in language and literacy in the early years targeting the lowest attaining pupils.	Martin Vallely
2.9	Ensure successful implementation of Curriculum for Excellence including ensuring appropriate curriculum structures and evaluation of progress against Curriculum for Excellence Levels; develop key measures and targets on literacy and numeracy.	Karen Prophet
2.10	Deliver the agreed Children and Families Capital Investment Programme including the new Portobello, James Gillespie's and Boroughmuir High Schools.	Billy MacIntyre
2.11	Ensure support is targeted to under-performing schools and ensure robust self-evaluation processes inform school improvement.	Karen Prophet
2.12	Ensure schools make effective use of ICT to support active learning approaches.	Karen Prophet
2.13	Continue to work with schools to improve outcomes for lowest attaining young people, informed by measures such as average tariff score, including implementing the Integrated Literacy Strategy with a focus on Looked After Children.	Karen Prophet Martin Vallely
2.14	Review support to and arrangements for Looked After Children so that primary and secondary attainment improves.	Karen Prophet
2.15	Continue to monitor the achievements of different minority ethnic groups to identify and address any emerging concerns.	Diana Dodd
2.16	Analyse data at the local level to assess the effects of referrals to Special Schools on the catchment schools.	Rosie Wilson
2.17	Build on the improvements made in establishment of a performance framework for S4 pupils in special schools by collecting trend information and further developing targets.	Rosie Wilson

2.18	Increase the number of pupils engaging in choirs, bands and orchestras; reduce the drop out rate from instrumental music tuition P7-S2; establish baseline and increase number of pupils attaining awards in music at Higher and Advanced Higher who are taught by instrumental music instructors.	Linda Lees
2.19	Increase the number and range of opportunities for recognising, celebrating and showcasing young people's achievement through creative learning. Facilitate and deliver opportunities and CPD that increases creativity across learning and teaching within the context of Curriculum for Excellence (Creative Learning Action Plan).	Linda Lees
2.20	Ensure appropriate and accessible universal youth work (including the needs of Looked After Children) opportunities in Edinburgh through partnership working between the Council, voluntary sector and other providers. Implement the Believing in Young People Framework.	Maria Gray
2.21	Promote the 'pupil voice' in learning.	Karen Prophet
2.22	Promote the city-wide Edinburgh Youth Issues Forum and local youth participation encouraging young people's involvement in shaping and informing services; increase the number of young people from equalities groups involved in the Forum. Continue to maintain active youth participation in each of the 12 Neighbourhood Partnerships. Youth Issues Forum will support activity across the city including an annual conference and gatherings. In 2013/14 40 Peer participation mentors will be trained to support young people's participation.	Maria Gray
2.23	Continue to distribute Edinburgh Young Scot Youth Information Packs to all S1 aged pupils across Edinburgh.	Maria Gray
2.24	Deliver CLD contribution to Curriculum for Excellence, with a focus on experiences and outcomes relating to Health and Wellbeing and Literacy, 16+ and 'Getting it Right'; enhance collaboration and partnership working through collaborative work with schools and other partners at cluster level.	Maria Gray
2.25	Deliver the new Gaelic medium primary school (formerly Bonnington) by the start of the new session 2013.	Billy MacIntyre

SO3 - Our children have and young people in need, or with a disability, have improved life chances

There are approximately 4,000 children in Edinburgh with significant Additional Support Needs arising from disability and/or social, emotional and behaviour support needs. We aim to improve access to all relevant services, ensuring that children with Additional Support Needs experience inclusive settings and supports, have good opportunities to socialise, receive education in an appropriate setting, access further and higher education opportunities and make positive life choices.

Our job is to provide the right services to help children to grow and develop and have their needs met. The children coming to the attention of practice teams range from children in need, through looked after at home and away from home, and Child Protection. A child is deemed to be “in need” if they require services to be put in place in order to attain a satisfactory state of health and development. The level of intervention we put in place should be proportionate to the level of need and risk. A number of factors can mean that levels of need and risk fluctuate over time, and our services need to be alert and responsive to this.

Through the Early Years Change fund, we have put in place a number of services whose aim is to support children and families so that needs are met and that risks do not escalate over time.

The Family Solutions team will put in place a small team in each neighbourhood which will work alongside the practice team to build strengths in families and communities to meet children’s needs. This will result in more children in need having direct service provision and our aim is that this prevents those children from needing higher levels of intervention. The project will also work with those looked after at home and we aim to build capacity in families so that those children have their needs met and do not need to be accommodated.

The Multi-Systemic Therapy (MST) team will work with teenagers where there is anti-social or offending behaviour which might create a risk of the child having to be accommodated. The evidenced outcomes of MST are that it improves relationships, decreases offending/anti-social behaviour and sustains the child living at home in the majority of these cases.

We are also putting in place a Kinship Support Team, in addition to having already commissioned a third sector organisation to set up a similar team. The aim of these teams is to support kinship carers of LAC so that we build capacity in the placement and the child does not have to be looked after elsewhere.

We will encourage and support communities that provide a caring environment for children and families and deliver integrated services that meet their needs in a holistic way. We will continue to develop and implement an integrated framework for assessment, planning and support. We will support schools to strengthen capacity for inclusion and partnership working.

We aim to reduce the numbers of children and young people who need to become looked after by engaging and supporting families earlier and more effectively when concerns are identified. We will help Looked After Children to remain within their own family networks by supporting kinship care placements where these are assessed as safe and able to meet the child’s needs. We will work to improve support for those who are looked after at home in order to reduce the need for children to be accommodated and therefore will be in a stronger position to invest more in early and effective identification and prevention work. We also aim to shift the balance of care by increasing the number of City of Edinburgh Council foster placements to improve outcomes for children and young people who need to be placed away from home and achieve best value.

Priority for Improvement – To improve and extend help and early support for children in need, and their families, so they get the help they need before difficulties get worse.

Priority for Improvement – To improve life chances for Looked After Children

Capital Coalition Pledge – Increase support for vulnerable children, including help for families so that fewer go into care.

Outcome SO3.1 – Children who need support are identified earlier and receive the right level of service for the right amount of time

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Number of children who <u>need</u> to be looked after (rate per 1,000 0-18)	(July 2012) 15.5	Below national average			We aim to reduce the overall number of children who need to be looked after through early support for children and families (while still responding to need). The total number of Looked After Children as at end July 2012 was 1,395. (EQ=)	Alistair Gaw
Percentage of Looked After Children who are looked after at home	(end July 2012) 27%	35%	37%		As above.	Alistair Gaw
Percentage of the LAC population that is in kinship care	20.7%	21%	22%	23%		Scott Dunbar
The number of young people in secure accommodation	12	9	8	7		Scott Dunbar
Percentage of children placed with City of Edinburgh Council foster carers	(July 2012) 56%	65%	67%	70%	The ability to meet the challenging targets is dependent on the success of the recent recruitment drive and future demand for places. (EQ=)	Scott Dunbar
Number of children using family based day care services	141	150	Maintain at 150	Maintain at 150	Data is as at the end of March 2012. The aim is to improve the already good performance. This also contributes to SO1 and the Early Years Strategy. (EQ=)	Scott Dunbar

Outcome SO3.2 - Looked After Children are cared for and supported

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of units/services achieving Care Commission inspection reports with average gradings of good or better	82%	90%	100%	100%	Performance is for Young People's Centres, Residential, Secure and Fostering and Adoption services for financial year 2012/13. (EQ=)	Scott Dunbar
Percentage of Permanence Registration Panels held within 12 weeks of decision of LAC Review to refer child for Permanence consideration	74%	90%	95%	100%	Local procedures set the requirement for this indicator underpinned by the need to ensure permanence planning is progressed without delay. 67 out of 91 were completed on time.	Scott Dunbar/ Andy Jeffries
Percentage of Looked After and Accommodated Children's Reviews taking place within statutory timescales	77%	90%	95%	95%	The aim is to sustain the improvements already made in the performance for this indicator (81% in 2011/12, 62% in 2010/11). (EQ=)	Scott Dunbar
Percentage of formerly Looked After Children with pathway co-ordinators	(2011/12) 65%	68%	70%	73%	(EQ=)	Scott Dunbar
Percentage of formerly Looked After Children with pathway plans	(2011/12) 61%	68%	70%	73%	Targets relate directly to the targets for pathway co-ordinators. Every child with a co-ordinator should have a pathway plan in place. (EQ=)	Scott Dunbar
Percentage of those eligible receiving aftercare services	(2011/12) 84%	85%	Maintain at 85%	Maintain at 85%	Performance is higher than the national average of 66%. (EQ=)	Scott Dunbar

Outcome SO3.3 - Looked After Children have improved outcomes

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of half days school attendance for Looked After Children	(2010/11) 88.7%	To be developed			Targets are under development and will be completed once fuller trend information is available. Latest performance data from the Scottish	Moyra Wilson

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Rate of exclusion for Looked After Children (per 1,000 population)	(2010/11) 332	To be developed			Government publication 'Educational Outcomes of Looked After Children' published in June 2012.	
Average tariff score for Looked After Children	(2010/11) 84	90	100	110	Latest performance data from the Scottish Government publication 'Educational Outcomes of Looked After Children' published in June 2012.	Karen Prophet
Percentage of Looked After Children entering a positive destination on leaving school	(2010/11 leavers) 63%	70%	75%	80%	See note above. Note that the definition of the indicator changed from the initial to the follow up survey.	Karen Prophet

Outcome SO3.4 - Children and young people with disabilities and their families are supported

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Number of children receiving a service funded by Disability Services (excluding those who attend Playschemes)	381	381	381	381	Target is to maintain at current levels. (EQ)	Carol Chalmers
Number of children attending Playschemes	400	400	400	400	Target is to maintain at current levels. (EQ)	Carol Chalmers
Number of residential respite nights given to families through the Respite Allocation Panel	5,214	5,214	5,214	5,214	Target is to maintain at current levels. (EQ)	Carol Chalmers
Percentage of overnight respite nights not in care home	(2011/12) 36%	40%	45%	Maintain at 45%	This indicator follows the definition of the former Audit Scotland Statutory Performance Indicator. (EQ=)	Carol Chalmers
Number of families who have received a service through the Barnardo's Intensive Behaviour Service	36	50	Maintain at 50	Maintain at 50		Carol Chalmers

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of Section 23s assessed within timescale	35%	40%	50%	60%	Under section 23-24 of the Children (Scotland) Act 1995 the Council has a duty, when asked, to assess the needs of a child or young person affected by disabilities and the carer's ability to provide care for them. (EQ)	Carol Chalmers
Number of families accessing direct payments (self-directed care)	28	33	38	43	Improved targets set on what has been achieved in 2012/13 (EQ=)	Carol Chalmers
Percentage of children who have a disability in mainstream secondary schools saying they enjoy learning in school	64%	70%	75%	80%	Data taken from the recent self-evaluation survey.	Karen Prophet

Ref	Key Projects/ Initiatives/Approaches	Lead
3.1	Deliver the Capital Coalition Agreement and Pledges through co-operative approaches.	All managers
3.2	Mainstream the Getting It Right for Every Child core components across all our services.	Lynne Porteous
3.3	Deliver the Corporate Parenting Action Plan.	Alistair Gaw
3.4	Deliver the Early Years Change Fund Action Plan.	Alistair Gaw
3.5	Deliver the City of Edinburgh Council Adoption Plan.	Scott Dunbar
3.6	Deliver the Residential Asset Management Plan.	Scott Dunbar
3.7	Continue to improve the quality and choice of placement within CEC Foster Care	Scott Dunbar
3.8	Deliver Additional Support for Learning Improvement Plan.	Martin Vallely
3.9	Implement the Integrated Literacy Strategy for lowest attaining pupils.	Martin Vallely
3.10	Establish a framework of measures to support continuous improvement in the identification of need, timely and proportionate intervention and sustainable improvement in outcomes for children in need.	Martin Vallely
3.11	Engage all establishments and services in effective systematic practice that increases capacity across Council provision and reduces the overall percentage of learners with additional needs requiring out of authority residential placements.	Martin Vallely
3.12	Identify early indicators of need and enable learners to sustain effective engagement in inclusive school education within the city of Edinburgh. Determine targets for these indicators.	Martin Vallely
3.13	Continue to work with schools to improve outcomes for children with a disability.	Diana Dodd
3.14	Ensure educational work with parents and carers is recognised as a priority to be developed; further develop Family Learning approaches to support children's learning; support parents' learning through targeted literacy and numeracy work.	Maria Gray

SO4 - Our children have and young people are physically and emotionally healthy

It is important that children and young people have opportunities, encouragement, support and guidance to maximise their chances to live longer and healthier lives, developing positive and sustaining relationships and enjoying good emotional health. We know that children learn better, achieve more and have better life chances when they are healthy and happy. The work we do is to provide settings, services and resources that help our children and young people make healthy lifestyle choices and lessen – or, if possible, remove – the negative impacts of obesity, unsafe sex, unintended pregnancy and substance use (both their own and that of their parents or carers).

Research has found that there are a number of key things that help support children’s social and emotional development. These include positive relationships and role models, good social and emotional skills and participating in meaningful activities at home, school and in their communities. Children learn positive ways to look after their minds and bodies not just through teaching but through imitation and interaction with others. It is therefore also important to promote positive physical and emotional wellbeing in the adults that work and care for our children so they can be the positive role models that our children need.

Priority for Improvement – To improve health outcomes for children, with a specific focus on promoting healthy lifestyles and reducing risk taking behaviours.

Outcome SO4.1 - Children and young people are healthy

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of staffed Community Centres accredited as Health Promoting	80% Bronze, 20% Silver	100% Bronze, 80% Silver	100% Silver, 40% Gold	80% Gold	Bronze = Engaging, Silver = Embedding, Gold = Sustaining. Taken from ‘Health Promoting Establishments Framework’.	Maria Gray
Percentage of residential services accredited as Health Promoting	Tier 1 66%	Tier 1 100% Tier 2 50%	Tier 2 100%	Tier 3 100%	Remaining units have submitted a tier 1 portfolio for assessment; 40% have submitted Tier 2 portfolios for assessment. Tier 1 = Engaging, Tier 2 = Embedding, Tier 3 = Sustaining. Taken from ‘Health Promoting Units Guidance’.	Scott Dunbar
Percentage of primary schools delivering 2 hours quality curriculum PE (P1 to P7)	84%	100%	100%	100%	The 96% PE target for Secondary Schools relates to the current facility issues at Portobello HS which are unlikely to be overcome until the new school is built.	Karen Prophet Robin Yellowlees
Percentage of secondary schools delivering 2 periods quality curriculum PE (S1 to S4)	65%	96%	96%	96%		

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of special schools delivering 2 hours quality curriculum PE (averaged across school)	Secondary 89% Primary 71%	100%	100%	100%	Working group will be formed to consider creative use of facilities to support Special Schools to meet 2 hours of PE	Rosie Wilson Robin Yellowlees
Percentage of pupils participating in Active Schools activities – primary	(2011/12) 30%	35%	40%	45%	All schools offer an Active Schools programme. Improved reporting mechanism allows the recording of distinct participants and therefore prevents any double counting.	Robin Yellowlees
Percentage of pupils participating in Active Schools activities – secondary	(2011/12) 27%	30%	35%	40%		
Percentage of P7 pupils achieving swimming level C5	(2011/12) 74%	75%	tbc	tbc	Level C5 – confident swimmer. Later targets are dependent on Scottish Government top up funding.	Robin Yellowlees
Percentage of P6 pupils completing cycle training to Bikeability Level 2	Available June	50%	65%	80%		Robin Yellowlees
Number of young people participating in JASS (Junior Award Scheme Scotland)	4530	4983	5481	6029		Robin Yellowlees
Percentage of primary schools with breakfast clubs	34.5%	Maintain at 34.5%	Maintain at 34.5%	Maintain at 34.5%	30 Breakfast Clubs running in 87 Primary Schools. Breakfast clubs are currently provided in partnership with Aegon/Hearts FC and NHS and their provision is dependent on continued funding. The schools with high Free Meal Entitlement are prioritised. (EQ=)	Jane Ramage
Percentage P1 to P3 pupils receiving a nutritious free meal	20%	20%	20%	20%		Billy MacIntyre

Outcome SO4.2 - Young people make health protective choices in relation to food, substance use and relationships

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of Children and Families staff trained in Alcohol Brief Interventions (ABI) reporting use of ABIs in their work with young people	60%	70%	75%	80%		Michelle Rogers

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Rate (per 1,000) of teenage pregnancies amongst under 16 year olds	8.3	7.4	7.4	7.4	The 2010/11 NHS Lothian target is 7.4 per 1,000. Data are reported as a three year rolling average. The figures for Edinburgh are higher than the national average which was 7.4 in 2008/10, a reduction from the previous period when it was 7.6.	David Bruce
Percentage of 13 year olds who are regular smokers	3%	-	1%		Data is only available at the local level every 4 years. Work is ongoing to source more timeous data in the future. Performance remained steady from 2006 at 3%.	David Bruce
Percentage of 15 year olds who are regular smokers	13%	-	10%		See note above. Performance improved from 2006 when it was 14%.	
Percentage of 13 year olds drinking once a week or more	5%	-	4%		See note above. Performance improved from 2006 when it was 8%.	David Bruce
Percentage of 15 year olds drinking once a week or more	18%	-	15%		See note above. Performance improved from 2006 when it was 32%.	
Percentage of 13 year olds who have used or taken drugs in the previous month	3%	-	1%		See note above. Performance remained steady at 3%.	
Percentage of 15 year olds who have used or taken drugs in the previous month	11%	-	10%		See note above. Performance improved from 2006 when it was 15%.	

Outcome SO4.3 - Children have increased resilience and wellbeing

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of S5 pupils feeling more confident about being able to have a healthy sex life at a time that is appropriate	84%	86%	86%	88%	Response to statement 'I am more confident about being able to have a healthy sex life at a time that is appropriate' asked to evaluate the effectiveness of the training provided.	David Bruce
Percentage of S5 pupils feeling confident in their knowledge of alternatives to sexual intercourse	75%	77%	77%	77%	Response to statement 'the seminar has supported me to understand more about the alternatives to sexual intercourse' asked to evaluate the effectiveness of the training provided.	David Bruce

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of primary children who say they can usually work out a way to deal with a problem	77.9%	78%	80%		A total of 12,157 pupils in 63 primary schools in Edinburgh participated in the pupil wellbeing survey in 2012/13.	Patricia Santelices
Percentage of primary children who ask for help when they need it	87.5%	89%	90%			
Percentage of primary children who feel they have lots to be proud of	83.9%	84%	85%			

Ref	Key Projects/ Initiatives/Approaches	Lead
4.1	Deliver the Capital Coalition Agreement and Pledges through co-operative approaches.	All managers
4.2	Mainstream the Getting It Right for Every Child core components across all our services.	Lynne Porteous
4.3	Implement the Risk-taking Behaviours Policy..	David Bruce
4.4	Work in partnership with NHS Lothian by contributing to actions to reduce childhood obesity as part of the Lothian Child Healthy Weight Strategy including promoting the 'Get Going' programme for specific children.	David Bruce
4.5	Develop health and wellbeing questionnaire for young people in secondary schools using learning and expertise from Growing Confidence and other national survey material (e.g. SALSUS).	David Bruce
4.6	Continue to deliver Edinburgh Alcohol and Drug Partnership Children and Families Action Plan in partnership with EADP, NHS Lothian, Police and voluntary sector. Implement recommendations of EADP needs assessment of Services for Children Affected by Parental Substance Misuse and commission or develop. Implement joint Children and Families/EADP Alcohol Drugs and Commission Plan.	David Bruce
4.7	Implement Care Pathway for children and young people who misuse drugs and alcohol: Recommendations and Action Plan for EADP (Barnardo's 2013)	David Bruce
4.8	Implement Curriculum for Excellence outcomes and experiences relating to substance misuse in schools. Identify workforce development needs in relation to substance misuse and provide training programmes as appropriate to address these.	David Bruce
4.9	Continue to build on Growing Confidence, mainstream core activity and develop secondary school approaches.	Patricia Santelices
4.10	Develop understanding of health and wellbeing across learning experiences and outcomes within Curriculum for Excellence for CLD.	Maria Gray

SO5 - Our children and young people are safe from harm or fear of harm, and do not harm others within their communities

Our job is to provide the right services to help children to grow and develop and have their needs met. The children coming to the attention of practice teams range from children in need, through looked after at home and away from home, and Child Protection. A child is deemed to be “in need” if they require services to be put in place in order to attain a satisfactory state of health and development. The level of intervention we put in place should be proportionate to the level of need and risk. A number of factors can mean that levels of need and risk fluctuate over time, and our services need to be alert and responsive to this.

Through the Early Years Change fund, we have put in place a number of services whose aim is to support children and families so that needs are met and that risks do not escalate over time.

The Multi-Systemic Therapy (MST) team will work with teenagers where there is anti-social or offending behaviour which might create a risk of the child having to be accommodated. The evidenced outcomes of MST are that it improves relationships, decreases offending/anti-social behaviour and sustains the child living at home in the majority of these cases.

Without safety it is impossible to achieve all other aspirations for our children, young people and families. When young people behave antisocially, we are concerned both for the community and individuals affected and for the offending young person. We work closely with the Police and other Council services to get the right help to the young person and his or her family, with a referral to the Children’s Reporter when that is necessary. Domestic abuse of one parent by another impacts powerfully on children and young people. Our work with perpetrators is combined with support to keep everybody in the family safe.

Priority for Improvement – To reduce the risk of children and young people causing harm to themselves and to others

Outcome SO5.1 - There is a reduction in the number of young children and young people who offend

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Number of children referred to Scottish Children’s Reporter Administration (SCRA) on offence grounds	(2011/12) 299	290	281	273		Donny Scott
Percentage of young people exiting the Youth Offending Service who do not re-enter the Youth Offending system or the Criminal Justice Service within 2 years	(2011/12) 68%	65%	62%	59%		Donny Scott

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Number of young people (age 12+) referred to the Reporter on offence grounds on 5+ occasions in the previous 6 months	35	34	33	32	With improved data sets we are now better able to count all individuals referred to the Reporter on offence grounds 2012/13 (age 12+) on 5+ occasions in a rolling 6 month period.	Donny Scott

Outcome SO5.2 - Children are safe from harm and fear of harm

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of initial visits made within 15 days of a new supervision requirement	(2011/12) 98%	100%	100%	100%	(EQ=)	Andy Jeffries
Percentage of reports (IARs and SBRs) including offence focussed reports submitted to SCRA within timescale	(2011/12) 77%	75%	75%	75%	75% is the national target. National figure for 2011/12 was 56%. (EQ=)	Andy Jeffries
Percentage of children added to the Child Protection Register within the last year who had been de-registered within the preceding two years	(2012/13) 7%	-	-		The aim is to minimise but targets are not set as we must respond to need. Individuals are monitored on a monthly basis. (EQ=)	Andy Jeffries
Percentage of pupils who said their school was good or fairly good at dealing with bullying	75%	80%	85%	90%	(EQ=)	Diana Dodd
Percentage of secondary pupils who said that they have adults in schools they can speak to if they are upset or worried about something	77%	84%	86%	92%	Data from the school self-evaluation survey.	Karen Prophet
Percentage of primary pupils who said that they would talk to an adult if they were very worried	76%	83%	85%	91%	A total of 12,157 pupils in 63 primary schools in Edinburgh participated in the pupil wellbeing survey in 2012/13.	Karen Prophet
Percentage of secondary pupils who said they feel safe and cared for in school	75%	81%	88%	95%	A total of 12,157 pupils in 63 primary schools in Edinburgh participated in the pupil wellbeing survey in 2012/13.	Karen Prophet

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of primary pupils who said they feel safe at school	88%	94%	95%	96%	A total of 12,157 pupils in 63 primary schools in Edinburgh participated in the pupil wellbeing survey in 2012/13.	Karen Prophet
Number of men perpetrators of domestic abuse attending the Working With Men (WWM) programme during the year	53	60	60	60	Figures are for between August 2011 and July 2012 (EQ=)	Donny Scott
Number of women partners of men associated with the WWM project receiving a service	49	45	45	45	Figures are for between August 2011 and July 2012 (EQ=)	Donny Scott

Ref	Key Projects/ Initiatives/Approaches	Lead
5.1	Deliver the Capital Coalition Agreement and Pledges through co-operative approaches.	All managers
5.2	Mainstream the Getting It Right for Every Child core components across all our services.	Lynne Porteous
5.3	Develop systems for monitoring that children are identified as missing from education within 4 weeks.	Moyra Wilson
5.4	Further develop measures and systems to effectively assess the reduction of young people going on to the adult system and the reduction in repeated offending, and establish systematic data collection and collation methods.	Donny Scott
5.5	Support families, children and young people in keeping safe in the community through family group conferencing and a range of supports from low level to 24/7 – through services such as Intensive Family Support Services and Integrated Community Support Service.	Donny Scott
5.6	Ensure continuing provision for a range of programmes such as Respect, Keeping Myself Safe, tackling Homophobia in Schools, Living and Growing, and Wellbeing seminars to support healthy choices and behaviours and challenge bullying, prejudice and hate crime.	Diana Dodd Karen Prophet
5.7	Continue to promote the Children and Families policy to prevent and respond to bullying and prejudice.	Diana Dodd
5.8	Develop outcome measures for support services to children and families which have been introduced through the Early Years Change Fund monitoring	Andy Jeffries

SO6 - Our children's and young people's outcomes are not undermined by poverty and inequality

We know our communities face major challenges from the wider economic outlook, falling public expenditure and our changing demographics. We want to minimise potential consequences of high levels of youth unemployment, the decline of vulnerable communities and the challenges faced by an increasingly elderly population by building resilient communities and releasing the talents of people (particularly these of our young people) across Edinburgh.

Our aim in promoting social inclusion is to work with partners to increase opportunities and pathways to further learning and sustainable employment. As a result, those previously marginalised can, through their active engagement in learning, reduce dependency relationships and contribute effectively to their communities.

The Edinburgh Guarantee continues to provide opportunities for those leaving school to move into positive destinations through training, activity agreements, further and higher education and employment. Close working with Economic Development ensures that the provision matches the profiles of young people about to leave school. Tracking of those young people who are not in a positive destination takes place by Skills Development Scotland in partnership with Children and Families and Economic Development. All schools now have robust procedures in place to monitor, track and support young people.

We want to help individuals and communities develop the resilience and ambition needed to combat the effects of economic factors which cause deprivation and inequality; ensure that barriers to achieving better life chances are identified, understood and overcome and that communities are full partners in delivering practical and policy solutions.

We see our Community Learning and Development (CLD) service working collaboratively through Edinburgh Community Learning and Development Partnership (ECLDP) to take forward the National Strategic Guidance.

- Priority for Improvement** – To increase the number of young people who enter and sustain positive destinations.
- Capital Coalition Pledge** – Establish city-wide childcare co-operatives for affordable childcare for working parents.
- Capital Coalition Pledge** – Further develop the Edinburgh Guarantee to improve work prospects for school leavers.

Outcome SO6.1 – Young People's educational outcomes are not undermined by poverty

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of pupils gaining 5+ SCQF awards at Level 5 in the 20% most deprived areas (Scottish Index of Multiple Deprivation)	14.5%	tbc	tbc	tbc	Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. Targets to be confirmed once data has been fully analysed.	Karen Prophet

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of pupils gaining 5+ SCQF awards at Level 6 in the 20% most deprived areas (Scottish Index of Multiple Deprivation)	7.8%	tbc	tbc	tbc	See note above.	

Outcome SO6.2 – School leavers enter positive, sustainable destinations

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of school leavers who go on to positive destinations	(2011/12 leavers) 88.3%	89.9%	89.9%	Exceed national average	Data is for leavers from 2011/12 school session from mainstream schools. The target is to reach the national average (89.9% for 2011/12 leavers) by 2013/14, then maintain and exceed that position. (EQ=)	Karen Prophet
Percentage of school leavers who are in a follow-up positive destination	(2010/11 leavers) 86.5%	87.2%	87.2%	Exceed national average	Data is from the followup survey, sourced in the March following leaving mainstream school. The target is to reach the national average (87.2% for 2010/11 leavers) by 2013/14, then maintain and exceed that position. (EQ)	Karen Prophet
Percentage of looked after children receiving after care service who are economically active	(2011/12) 30%	40%	45%	50%	National performance was 42%. (EQ=)	Scott Dunbar

Outcome SO6.3 - Communities are strong and resilient where citizens are supported to make positive contributions

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Numbers of young people involved in 16+ non-formal learning	1,080	1,200	1,250	1,300	Includes school age and post school age participation towards employability, including PSD in CLD and partner provision.	Maria Gray

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Numbers of young people supported by CLD to engage in Activity Agreements	150	150	150	150	This represents the constant total of young people involved - as individuals move on, others join the programme.	Maria Gray
Percentage of adults achieving all or part of their agreed learning goals	90%	90%	90%	95%	The total number of adult literacy and numeracy learners in 2012-13 was 2,524.	Maria Gray
Number of non-English speaking people receiving English language tuition	1,044	1,050	1,050	1,050	Seek to maintain levels within current budget. (EQ=)	Maria Gray
Number of adults participating in learning opportunities per week	17,073	17,500	17,500	17,500	(EQ=)	Maria Gray

Ref	Key Projects/ Initiatives/Approaches	Lead
6.1	Deliver the Capital Coalition Agreement and Pledges through co-operative approaches.	All managers
6.2	Mainstream the Getting It Right for Every Child core components across all our services.	Lynne Porteous
6.3	Deliver the Edinburgh Guarantee.	Karen Prophet
6.4	Implement actions which are identified through the ongoing monitoring and delivery of the Outcomes and Action Plans for Equalities, Diversity and Human Rights Scheme so that matters relating to homophobia, racism, disability and all forms of discrimination are appropriately addressed.	All relevant officers with responsibility for addressing identified issue(s)
6.5	CLD will work with partners to implement the National Strategic Guidance to build improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship; stronger, more resilient, supportive, influential and inclusive communities.	Maria Gray
6.6	Develop outcome measures to monitor adult learners' achievement and accreditation.	Maria Gray
6.7	Deliver 16+ learning choices, and increase vocational curriculum accredited courses. Continue to work with those young people identified as at risk of entering a negative destination and provide the most appropriate support towards a positive destination, including Activity Agreements.	Karen Prophet

S07 - Providing quality services and making best use of our resources

This strategic outcome, rather than focussing directly on outcomes for children and young people, aims to ensure that we make the best use of our resources in order to effectively support work towards outcomes.

Our aim is to ensure that we make the best use of our resources to effectively support all work to improve outcomes for children, young people and their families. We aim to provide services and physical accommodation which are high quality and delivered in an efficient and effective way supported by financial stability. We will do this with high levels of risk-awareness and business continuity at all levels of planning. Key to successfully achieving high quality service delivery is to ensure that staff are motivated, high performing and have the skills, experience and expertise to excel and to provide excellent customer service.

Capital Coalition Pledge – Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools.

Capital Coalition Pledge – Draw up a long-term strategic plan to tackle both over-crowding and under use in schools.

Outcome SO7.1 – Children and Families has sustainable financial plans

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Revenue outturn as a % of the annual budget	100%	100%	100%	100%	At month eight (the latest reported position), the projected outturn for the Children and Families department is a balanced position. The final outturn position will be reported to full Council in June.	Billy MacIntyre
Capital outturn as a % of the annual budget	100%	100%	100%	100%		

Outcome SO7.2 – Children and Families provides services which are cost-effective

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Cost per primary school pupil	£4,202	tbc	tbc	tbc	Data is defined by the Improvement Service Benchmarking programme. Targets to be confirmed once data has been fully analysed.	Mike Rosendale
Cost per secondary school pupil	£6,442	tbc	tbc	tbc		
Cost per pre-school education registration	£2,574	tbc	tbc	tbc		

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
The gross cost of 'Children Looked After' in residential based services per child per week	£3,539	tbc	tbc	tbc	Data is defined by the Improvement Service Benchmarking programme. Targets to be confirmed once data has been fully analysed.	Alistair Gaw
The gross cost of 'Children Looked After' in a community setting per child per week	£256	tbc	tbc	tbc		

Outcome SO7.3 – Children and Families deliver service priorities and improvements through a skilled, targeted and effective workforce and through effective planning and performance monitoring

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of staff receiving Performance Review and Development	89%	100%	Maintain 100%	Maintain 100%	Data shows 89% of staff in grades 5-12 had PRDs completed to the required standard in 2011/12. These staff had a date recorded, competency level and objectives set.	Gillian Hunt
Percentage of private sector and voluntary sector early years and childcare workers who meet SSSC requirements	(2011/12) 82%	85%	Maintain at 85%	Maintain at 85%	Staff turnover in partner provider pre-school establishments runs at around 15% therefore the target is to ensure 85% meet SSSC requirements. 100% of Local Authority staff are registered.	Aileen Mclean Gillian Hunt
Percentage of days lost due to staff sickness absence across Children and Families	3.71%	3.71%	3.71%	3.71%	The target is to maintain at the current low level.	Andy Gray
Percentage of days lost due to staff sickness absence for teaching staff	2.96%	2.96%	2.96%	2.96%	The target is to maintain at the current low level.	David Wright
Percentage of team plans in place across central services	100%	100%	100%	100%		Ros Sutherland
Percentage of parents/carers satisfied with their school	91%	95%	97%	100%	Data taken from the survey of parents /carers from the question 'Overall, I am happy with the school'.	David Wright Karen Prophet Rosie Wilson

Outcome SO7.4 – Provision of a high quality, efficient school estate

Indicator	Latest Performance	Targets			Note	Lead
		2013/14	2014/15	2015/16		
Percentage of primary school condition assessed at Level A or B	(2012) 98%	98%	98%	98%	Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Target is to maintain at the high level. National average was 81%.	Billy MacIntyre
Percentage of secondary school condition assessed at Level A or B	(2012) 87%	87%	91%	91%	See above note. National average was 84%. The targets are based on an assumption that the Portobello rebuild will be complete in January 2014 when performance should increase to 91%.	Billy MacIntyre
Percentage of special school condition assessed at Level A or B	(2012) 100%	100%	100%	100%	See above note. National average was 66%.	Billy MacIntyre
Percentage of primary schools with an occupancy rate of between 75% and 100%	61%	70%	78%	85%	Occupancy rates are based on a new capacity methodology.	Billy MacIntyre
Percentage of secondary schools with an occupancy rate of between 75% and 100%	61%	63%	64%	65%	Occupancy rates are based on a new capacity methodology.	Billy MacIntyre

Ref	Key Projects/ Initiatives/Approaches	Lead
7.1	Deliver the Capital Coalition Agreement and Pledges through co-operative approaches.	All managers
7.2	Continue the approach to budget planning, monitoring and managing budget related risks.	Billy MacIntyre
7.5	Deliver the agreed Children and Families Capital Investment Programme including the new Portobello, James Gillespie's and Boroughmuir High Schools.	Billy MacIntyre
7.3	Deliver the Children and Families Commissioning Strategy and Commissioning Plans.	Lynne Porteous
7.4	Deliver the People Plan.	Gillian Hunt
7.4	Continue to deliver the Children and Families Asset Management Plan which considers sufficiency of school provision aligned to need; suitability of provision in terms of ensuring buildings are effective for learning and are flexible and adaptive to respond to educational development; condition of provision so planned maintenance is targeted to priorities.	Lindsay Glasgow
7.6	Continue to respond to pressures arising in particular areas of the city due to rising primary school rolls.	Billy MacIntyre Mike Rosendale
7.7	Deliver ICT in new schools, redesign ICT infrastructure in schools and community centres, complete service redesign and provide Community Learning and Development class booking system.	Len Timson

7.8	Ensure clear line of connection ('golden thread') between national, strategic and local planning and local priorities. Extend programme of team plans and performance monitoring through the use of scorecards.	Nancy Henderson Karen Brannen
7.9	Continue to embed robust, outcome-focussed self-evaluation and team planning and ensure that clear plans are in place to address the identified areas for improvement; ensure that the process of self-evaluation continues to contribute to Children and Families' understanding of how we are performing against our strategic outcomes and improvement priorities; support and manage the Children and Families' engagement in Validated Self-Evaluation.	Ros Sutherland
7.10	Respond to inspection, regulation and review findings.	All managers of relevant services, schools and units
7.12	Progress improvement plans and approaches so that Children and Families achieves Customer Service Excellence.	David Maguire
7.13	Promote and undertake annual service user engagement survey programme, promote parental engagement in education and continue LAC service user group to inform service provision. Ensure feedback informs and drives service improvement.	David Maguire
7.14	Increase young people's volunteering hours in CLD. Source baseline and set targets.	Maria Gray
7.15	Monitor trends in the needs of children and young people and the associated development needs of our staff. Provide and monitor the impact of effective, well disseminated and evidenced CPD for all appropriate staff to enable additional support needs to be met throughout our services and partners.	Martin Vallely

Delivering Continuous Improvement

Children and Families is committed to continuous improvement and has a number of supporting strategies to ensure this remains a key issue for all staff. This section provides further details of some of the internal and external evaluations which we are subject to, as well as some of the key performance management activity.

Performance

Key aspects of the service are monitored and reported on a regular basis, in accordance with the Performance Improvement Framework, to Council Management Team and the Education, Children and Families Committee.

Children and Families has implemented a number of performance management processes in line with its Performance Improvement Framework. Key aspects of the service are regularly monitored and reported, in accordance with this framework.

The Children and Families Senior Management Team holds a monthly meeting which focuses on aspects of performance. Key to this meeting is the rolling programme of reporting on particular areas of the service which consider the three self-evaluation questions: How are we doing? What's working well? and What else do we need to do?

A focus on using performance information to inform team planning has ensured each service area considers aspects of performance on a regular basis although work remains to fully embed consistent processes across and throughout Children and Families. Performance information is used as a matter of course to inform areas for improvement identified within the Service Plan and the Integrated Plan for Children and Young People.

The Children and Families Standards and Quality Report details progress made towards the outcomes and priorities identified within the service plan.

External Scrutiny and Audit

Almost all services in Children and Families are subject to external regulation such as that provided by Education Scotland, the Care Inspectorate and Audit Scotland.

External Scrutiny

Education Scotland inspects the quality of education in a sample of pre-school centres, primary schools, secondary schools, special schools, community learning and development services and residential educational provision. Inspectors also support schools and centres to improve.

The Care Inspectorate regulates and inspects care, social work and child protection services so that vulnerable people are safe, the quality of these services improves and people know the standards they have a right to expect.

Both Education Scotland and the Care Inspectorate report publicly on the quality of the services they inspect.

Inspections by Education Scotland

Education Scotland have published inspection reports from one secondary school and one Learning Community. Four inspections of partner provider nurseries have taken place. Two nursery classes

in primary schools and one special school with a nursery class have been inspected.

The Care Inspectorate has carried out inspections in sixteen early years establishments.

Analysis of recent inspection reports shows that, in almost all schools, the climate for learning is a major strength. A suitably broad range of well planned courses and programmes is provided for pupils in secondary schools and primary pupils experience a broad, balanced curriculum. In both primary and secondary there is an improving trend over the last four years in schools effectively meeting learning needs. All schools are engaged in developing the curriculum in line with *Curriculum for Excellence*. In most primary, secondary and special schools there was a need to further develop the impact of self-evaluation procedures.

Although significant progress has already been made by all the schools concerned, the challenge, as an authority, is to improve the number of excellent evaluations obtained in inspections in primary, secondary and special schools.

Analysis of recent inspection reports shows that in the learning community inspected strengths include Family Learning programmes that are contributing positively to wellbeing and activity agreements that have positive impacts for young people. There is a need to set more challenging targets, integrate opportunities for accreditation and the ICT infrastructure across the learning community.

Education Scotland and Care Commission Integrated Inspections

The Care Inspectorate, with Education Scotland, Her Majesty's Inspectorate of Constabulary for Scotland (HMICS), and Healthcare Improvement Scotland led a large-scale multi-agency inspection of Children's Services in Edinburgh. The pilot inspection examined how well public services in Edinburgh work together to improve

outcomes for children, especially children in need. Inspectors highlighted the high motivation and strong commitment of staff, the strong culture and ethos of positive partnership working, the actions taken to keep children and young people safe, the very wide range of consultation, seeking the views of children, young people and their families, the commitment to early intervention and the vision for children's services in Edinburgh as particular strengths. They identified the Getting it right approach as having a positive impact on the well-being of children and young people. Inspectors recognised that considerable improvements have been made in the quality of services to protect children.

Areas for improvement include the need to improve and extend help and support at an early stage for children, young people and families, to continue to reduce outcome gaps for children and young people whose life chances are at risk and to place a stronger focus on achieving speedier improvement for the most vulnerable.

Across the Edinburgh Partnership and the Edinburgh Children's Partnership there is a shared commitment to service improvement to ensure the best possible outcomes for children, young people and families. Inspectors are very confident that services will be able to make the necessary improvements in the light of the inspection findings. The full report is available at www.sciswis.com

Audit Scotland

In addition to the above, Audit Scotland brings together representatives of various scrutiny bodies in a systematic way with the common aims of joint scrutiny scheduling and planning, shared risk assessment (SRA), and the delivery of a single corporate assessment. Both Education Scotland and The Care Inspectorate use information gathered from establishment and service-level inspections to inform this process.

Audit of Best Value and Community Planning 2013

The Best Value 2 audit of the City of Edinburgh Council was carried out between October 2012 and March 2013. The audit looked at aspects of council performance including progress since the previous Best Value audit in 2007; the difference working with partners is having on services and outcomes, the effect of changes in political and managerial leadership and how the council is organised. The audit report takes account of the outcome of the Joint Inspection of services for children and young people, judging that performance in improving outcomes for children and young people is good. The report highlights that the council and its partners share a clear vision of what they want to achieve in Edinburgh, that they understand the local context and work well together to improve outcomes for local people and are making good progress with improving outcomes for people and communities. The report acknowledges that there is a strong level of self-awareness among councillors and senior officers of what the council needs to do to meet the challenges it faces. The full report is available at <http://www.audit-scotland.org.uk/>

Self-Evaluation for Improvement

The focus of our self-evaluation activity is to plan for improvement in order to make a positive difference in the lives of the people engaged in our services. Outcome focused self-evaluation is increasingly well embedded across Children and Families. Centres, teams and schools are all involved in processes of self-evaluation and these continue to contribute to the Service's understanding of how it is performing against its strategic outcomes and its improvement priorities. Self-evaluation is central to maintaining quality and to the pursuit of excellence. It is complementary to, and informed by, the wide range of external scrutiny arrangements currently operating across the Service.

Service user engagement

Children and Families is committed to the full engagement of children, families, partner organisations and communities in the development of our services. We are continually seeking and responding to feedback from children and young people, parents/carers and partner organisations to improve our services. In the recent joint inspection of children's services, our work in the area of participation was recognised as 'very good'.

Our annual pupil and parent/carer surveys across nursery, primary, secondary and special schools give us regular feedback on children, young people and families' experiences of school, on how well we are achieving our outcomes and on how we can make improvements. In 2012/2013, more than 3,900 parents/carers; 2,800 secondary aged pupils and 12,100 primary pupils took part in our school self-evaluation and pupil well-being surveys. These surveys are amongst the largest of their kind nationally and provide a wealth of information for individual schools and for the city as a whole.

Children, young people and families are encouraged to be involved in all individual planning and decision-making which affects them. A range of tools and techniques are used (and have been developed) to ensure that young people and families - including young children - have their say and their voices heard.

A number of ongoing groups and forums exist to make sure that young people, parents/carers and service users are involved collectively in policy, planning and service development, including pupil/student councils in schools, the Young People in Care Council, the Edinburgh Youth Issues Forum and local youth forums, and the Consultative Committee with Parents.

Services routinely consult with service users and partners in the development of services. In addition, over the past year, a range of consultations have taken place, for example on commissioning, on the draft vision for schools, on the Scottish Government's Children and Young People Bill; and on the proposed closure of Castlebrae Community High School.

As part of our work towards achieving Customer Service Excellence, we are becoming more systematic in seeking feedback from customers – internal and external; voluntary and 'involuntary' – and using it to plan service improvements. Several services have already achieved Customer Service Excellence including the Education Welfare Service, Family and Community Support, Planning and Performance and Queensferry High School. More services are currently working towards CSE.

We are committed to working with our partners in the Children's Partnership to develop a co-ordinated participation strategy to embed participation and feedback across the partnership.

Further Information

Risk Management

At its assessment in 2009, Children and Families was noted by Internal Audit as being risk aware. Continuing progress has been made. Work has been undertaken to embed Enterprise Risk Management at service level through risk workshops and individual meetings with senior managers. Risk registers are updated regularly at departmental level. Covalent is used by Children and Families to manage and administer risk register information. Plans are to embed Enterprise Risk Management throughout teams and establishments in the forthcoming months.

Enterprise Risk Management allows us to regularly assess, monitor, manage, control and plan around risks, using the methodology as an effective improvement tool.

Equalities, Diversity and Human Rights

Equality, diversity and children's rights are imbued throughout the Service Plan. The Equalities Act 2010 widened the number of characteristics or 'equalities strands' to include disability, race, gender, sexual orientation, faith, age, pregnancy, gender reassignment and marriage/civil partnerships. Looked After Children, young carers and families in areas of multiple deprivation are also considered as equalities groups. Management arrangements for equalities in Children and Families are through the Equalities Monitoring and Implementation Group with six-monthly reviews by Heads of Service. This work is supported by a Principal Officer Equalities.

Equalities Relevance Checks and Impact Assessments

Relevance checks are carried out on all reports going to Council Committees as well as major service reviews and budget decisions. Where the check highlights a possible significant negative impact on any equalities group, an Equalities Impact Assessment is carried out. The main area of business where equalities impact assessments are carried out is in relation to proposed budgetary savings.

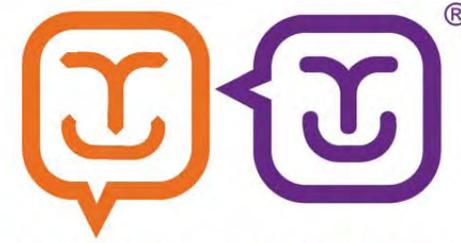
Other Supporting Plans

The key relevant plans for Children and Families are the Integrated Children and Young People's Plan and the Single Outcome Agreement.

We would be pleased to receive your comments and feedback on this plan. Please send them to:

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HAPPY TO TRANSLATE

ترجمے کے لئے حاضر آনندےر সঙ্গে انوباد کررر

يسعدنا توفير الترجمة MOŻEMY PRZETŁUMACZYĆ 很樂意翻譯

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