

ITEM No ...5.....

REPORT TO: CHILDREN AND FAMILIES COMMITTEE - 27 JUNE 2022
REPORT ON: CHILDREN AND FAMILIES SERVICE PLAN 2021-24
REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE
REPORT NO: 162-2022

1.0 PURPOSE OF REPORT

This report provides the Children and Families Committee with the first update on the implementation of the Children and Families Service Plan 2021-24, which was approved by Elected Members on 21 June 2021 (Article III of the minute of meeting of this Committee of 21 June 2021 refers) (Report Number 170-2021). The report highlights key developments and achievements over the last 12 months, along with areas for improvement and priorities going forwards. A more detailed outline of activity carried out across the service is attached as Appendix 1.

2.0 RECOMMENDATIONS

It is recommended that the Children and Families Committee:

- Notes considerable progress made in the implementation of the Service Plan
- Instructs the Executive Director to provide a further update on progress in 6 months

3.0 FINANCIAL IMPLICATIONS

There are no immediate financial implications associated with the content of this report but Elected Members are aware of a pending reduction in Scottish Attainment Challenge funding and other anticipated budget pressures in 2023-24. The report outlines a commitment to reviewing the impact of Scottish Attainment Challenge changes, which will be carried out in the context of wider resources across the service, existing or expected new funding streams, statutory duties, strategic priorities, resources across the system and partnership arrangements with other services, all to maximise support to children and young people and mitigate any risks.

4.0 MAIN TEXT

4.1 Background

4.2 The Children and Families Service Plan 2021-24 was developed during the Covid-19 pandemic in the context of prevailing public health requirements, statutory duties, strategic priorities, demographic challenges and financial constraints. The plan outlines 8 priorities and a range of associated actions, each of which involve a strong focus on addressing inequalities, keeping children and young people safe and narrowing the attainment gap. Within each of the priorities, there is a clear theme of strengthening early support at home, in schools and/or in the community, including through partnership work with other services:

1. **Early Learning and Childcare** – extend 1140 hours to all eligible children and implement the Solihull Approach towards family health and wellbeing
2. **Learning and Attainment** – introduce digital learning, develop a school improvement framework and enhance the school estate
3. **Health and Wellbeing** – implement trauma informed practice, counselling in schools and community mental health and wellbeing services
4. **Inequalities** – play a key role in the implementation of Our Promise to Care Experienced Children, Young People and Care Leavers
5. **Child Protection** – scale a GIRFEC Improvement Programme and screen, assess and coordinate responses to Child Protection referrals
6. **Community Justice** – work with partners across the justice system on Covid-19 recovery and on the development of a new Community Custody Unit for Women

7. **People and Resources** – promote a consistent understanding of GIRFEC and closely involve services/teams in strategic planning
8. **Community and Family Views** – work with partners, children and young people and parents/carers on co-designing services which matter to local communities

4.3 Over the last 12 months, considerable progress has been made under each of these 8 priorities. The quality of leadership and of support to children, young people and parents/carers have been consistently viewed as high by the workforce, families and external scrutiny. Developments are improving outcomes, measured across several indicators ranging from the stability of care arrangements for care experienced children and young people through to attainment levels, positive destinations, successful Community Payback Order completion rates and reduced drug deaths on release from prison:

- **Stability of care arrangements** – the percentage of care experienced children with 3 or more placements in the last 12 months improved from over 8% in 2019 to just under 6% 2021. This is now slightly better than the family group members
- **Quality of Early Years provision** – nine inspections of local authority nurseries were conducted by the Care Inspectorate between June 2019 and November 2021, with all nurseries graded Good or better across all themes inspected
- **Attainment levels (primary)** – the percentage of primary school pupils achieving expected Curriculum for Excellence Levels in Literacy and Numeracy in P1, P4 and P7 is in line with, or above, national averages in 2021
- **Attainment levels (secondary)** - the percentage of school leavers living in SIMD Quintile 1 attaining literacy and numeracy at SCQF level 5 or better has increased from 49% (2020) to 55% (2021), reducing the gap from 25% (2020) to 19% (2021).
- **Positive destinations** – 93.6% of leavers entered a positive destination in higher education, further education, employment or training. This is an increase of 1.3% from last year. There were very positive trends for care experienced young people
- **CPO completion rates** – the percentage of people successfully completing a CPO without the Order being breached and revoked increased from 68% to 77%, above the national average of 75%
- **Drug deaths on release from prison** – the number of people dying from a drug overdose within 6 months of liberation from custody reduced from 11 in 2019 to 3 in 2021

4.4 Going forwards, over the next 12 months of the plan the service will build on these developments by prioritising improvements in related areas. This will include enhancing our Strategic Equity Funding Plan to set out local stretch aims for progress following the refresh of the Scottish Attainment Challenge; coordination of partnership use of Scottish Government Whole Family Wellbeing Funding to be allocated in June 2022; modernisation of Young People's Houses; expansion of the school estate; a multi-agency approach towards improving school attendance; a review of approaches towards vulnerable older young people; and measures to reduce the use of custody.

5.0 POLICY IMPLICATIONS

5.1 This Report has been subject to an assessment of any impact on equality and diversity, fairness and poverty, environment and corporate risk. There are no major issues.

6.0 CONSULTATIONS

6.1 The Council Leadership Team were consulted in the preparation of this report.

7.0 BACKGROUND PAPERS

None.

Audrey May
Executive Director of Children and Families
June 2022

Dundee City Council
Children and Families Service
Service Plan 2021-2024

Children and Families

Quarter 1 & 2 Performance Report November 2021

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Executive Summary

Since this plan was approved by Elected Members in June 2021, the Children and Families Service has continued to implement a range of improvement initiatives whilst navigating public health requirements associated with the Covid-19 pandemic. Under each of our 8 priorities, we have focused on extending and improving support to families at home, in schools and in the community to help address demographic challenges, reduce inequalities, keep children and young people safe from harm and narrow the attainment gap. This work has been coordinated with statutory and Third Sector partners and local communities. Considerable progress has been made in all areas and some key highlights and achievements include:

1. **Early Years** – all eligible children can now access a funded early learning and childcare place, the Solihull Approach to promoting emotional health and wellbeing in families has been implemented with positive feedback from staff and all Nurseries were rated Good or better in external inspections
2. **Learning and Attainment** – all Dundee nurseries and schools now have a School Inquiry Group focused on collaborative action research following the launch of our Every Learner Matters strategy, literacy and numeracy levels have improved in Primary Schools and positive destinations have increased.
3. **Health and Wellbeing** – capacity to support children and young people’s emotional and mental health was significantly enhanced, with counselling now available in all schools and a range of new Third Sector services available
4. **Inequalities** – a range of initiatives have been progressed as part of Our Promise, including the Fast Online Referral Tracking (FORT) system, Mind of My Own (MOMO) and Functional Family Therapy. In 2 inspections of Young People’s Houses, both received grades of Good or better in all categories
5. **Child Protection** – a Joint Inspection noted that levels of support to children and young people were the same when comparing pre- and post-pandemic periods and that families were overwhelmingly positive about respectful relationships. The inspection rated impact of services as Good
6. **Community Justice** – referrals to Diversion from Prosecution, Community Payback Orders and support to short-term prisoners all increased. Successful completion of a CPO was above the national average and drug related deaths of people released from prison reduced markedly
7. **People and Resources** – staff from across the service graduated from Columba 1400 Leadership Academies, new Team Around the Child and Named Person Guidance was launched and following mapping of the workforce an implementation plan for Trauma Informed Practice was developed
8. **Community and Family Views** – worked with the Hunter Foundation to develop a What Matters 2 U initiative to help facilitate cultural change across the service and enhance the voice of families in the design and delivery of support.

This approach towards preventative and holistic support, where families can quickly access relevant services and inform how support is provided at home, schools and/or in the community, is clearly having a positive effect. As we now move forwards through the pandemic recovery process, the service will build on the approach over the next 12 months to mitigate the effect of existing and anticipated financial constraints. Some key priorities include further developing our Strategic Equity Fund to set our local stretch aims for progress, project work in relation to the East End Community Campus and Harris Academy, a new multi-agency approach towards improving school attendance, a review of internal foster care arrangements and Community Justice recovery.

Children and Families

Service Priorities

- Early Years – the service will implement the Solihull approach to parenting; increase family learning opportunities; and appropriately accelerate permanence and adoption processes.
- Learning and Attainment – the service will increase digital learning; develop a new School Improvement Framework; and review and improve the learning estate.
- Health and Wellbeing – the service will implement a trauma informed practice framework; counselling in schools; and Community Mental Health and Wellbeing Support services.
- Inequalities - the service will play a key role in the implementation of Our Promise for Care Experienced Children, Young People and Care Leavers 2021-23.
- Child Protection – the service will scale a GIRFEC Improvement Programme across the city and screen, assess and coordinate responses to all Child Protection referrals.
- Community Justice – the service will coordinate health and social care provision within the new Community Custody Unit and work with partners across the system on Covid-19 recovery.
- People and Resources – the service will promote a consistent understanding and application of GIRFEC across the city and closely involve service areas/teams in strategic planning.
- Community and Family Views – the service will work with partners, children and young people and parents/carers on co-designing services which matter to local communities

Status of Key Performance Targets



Key Performance Targets: ● - On target, ▲ - Within target threshold, ◆ - Below target

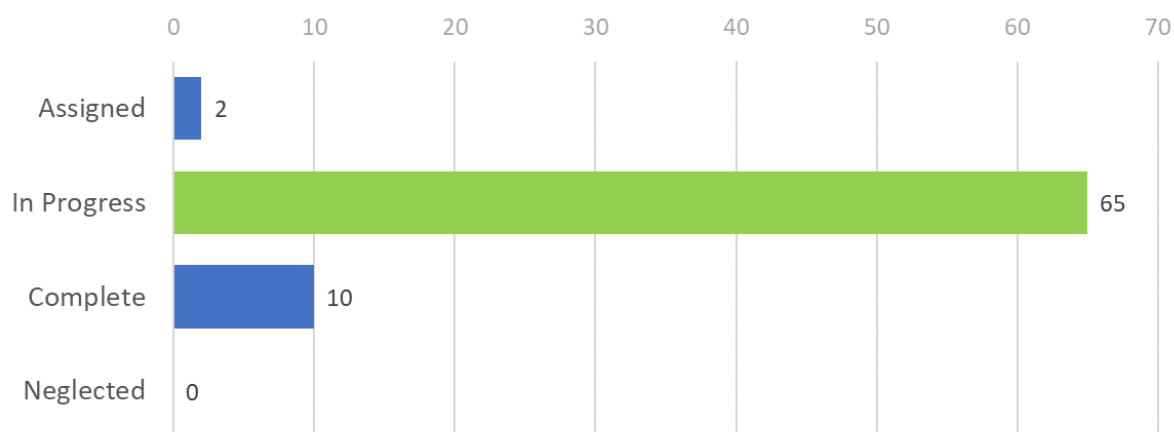
Trend of Performance Indicators

28 Improved and Maintained ↑

15 Deteriorated ↓

Most Improved PI's ↑	Most Deteriorating PI's ↓
The number of pupils with additional support needs participating in Active Schools programme activities	Number of 16-20 year olds taking up Voluntary Assistance
% of Care Experienced School Leavers Entering a Positive Destination	Successful DTTO and CPO with a Drug Treatment Requirement completions
Number of cases where custody was the main outcome of a CJSW report	Gross cost of "Children Cared for" in a community setting

What Action Will We Take?



Action Status: **Assigned:** Action has been assigned to an officer **No Update:** The action's due date has passed and the action is not yet complete. **In Progress:** The action has progress and is not at no update. **Completed:** The action is complete. 5

Early Years

Implement the Solihull approach to parenting

Good progress has been made in relation to training staff to implement the Solihull Approach, which is a way of working with families to promote the emotional health and wellbeing of both parents and children and provides a consistent approach across the early years workforce.

274 Local Authority Early Years Educators, 8 staff from Funded Providers and 7 School and Family Development Workers have completed the two-day training.

Feedback indicates a very positive impact on staff understanding, knowledge and skills. Staff also report that the Solihull Approach was particularly helpful when working with families during lockdown.

Increase family learning opportunities

A range of training and networking opportunities have been provided to upskill early years staff to be able to continue to offer family learning despite Covid-19 restrictions. Training opportunities offered have included the Solihull Foundation Approach, Play@Home, Peep Learning Together and Peep Progression Pathway.

A programme of support visits to each nursery has supported staff to explore and develop new ways to engage families in family learning in response to the needs of their own community.

A range of digital and remote family learning projects have worked well. For example, Digital Peep Learning Together sessions, using Seesaw app to share and communicate with families about everyday learning opportunities, story sacks and Play Along Maths.

Train staff to deliver and monitor the impact of PEEP

Good progress is being made. Training has been well received by partners, with 17 additional staff trained to facilitate Peep Learning Together Programme from Health, Libraries, Countryside Ranger Service, Home Start, DDCA, Early Years Settings. (Aug – Nov 21)





13 Staff have participated in the Peep Progression Pathway Training from Libraries, Home Start, DDCA, Early Years Settings (Oct – Nov 21)

A small number of sessions are being tested in the community by a member of staff in the library service. New Outdoor Peep sessions are being tested at two venues. We plan to grow this offer and increase the number of families who can access Peep in the community. All newly trained Peep staff will be supported to deliver Peep by Parenting Development Officers.

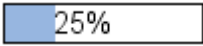
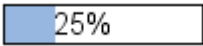
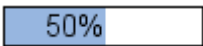
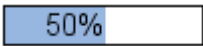
Implementation of 1140 hours of high-quality Early Learning and Childcare

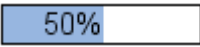
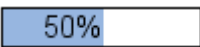
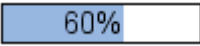


All eligible children can now access a funded place in either a Local Authority Nursery or Funded Provider. During the expansion period, Local Authority nurseries delivered high quality services for Children and Families as validated through external scrutiny by the Care Inspectorate.

In total, 9 inspections of Local Authority Nurseries were conducted by the Care Inspectorate between June 2019 to November 2021. 100% of Local Authority Nurseries were graded good or better across all themes inspected.

Performance Indicator	Latest Data	Current Target	Short Term Trend	Notes
Number of funded 1140 hours early years places	3,181 ('21/22)	3,362		DCC settings are currently staffed to accommodate 2,428 children and are running at 91% occupancy catering for 2,201 children. The remaining 980 children are taking their funded provision in private settings. Actual under 5 population is not as high as was projected by NRS and we have seen an increase in proportion of families taking their funded place at partner nurseries.
Percentage of 2-year-olds accessing funded ELC	19% ('21/22)	27%		In 2021/22 there are 264 two-year old children accessing funded early learning and childcare. The National Records of Scotland estimated total population of two-year olds for Dundee is 1,407.
% of children meeting developmental milestones at their 27-30 month review	82% ('20/21)	75%		The % of children meeting their developmental milestones has remained consistently close to 82.5% for four years.
% of funded early years provision which is graded good or better	96% ('20/21)	92%		

Rows are sorted by Progress

Action	% Progress	Latest Update
Develop local option for Children and Families Information Service	 25%	Local option is under development. Draft expected Autumn 2022.
Establish an Early Years Transition Pathway	 25%	Priority Group One (TRIC) have prioritised improving multi-agency transition support for children under three years of age who have ASN or are identified as having developmental needs. A number of workstreams have been established to take this work forward through several tests of change.
Roll out Solihull approach for Early Years Staff	 50%	<ul style="list-style-type: none"> • A further 6 LA Early Years staff have now completed the Solihull Approach training since January. Giving a total of 271 DCC LA Early Years Practitioners who have completed the two day SA training, this is approximately half of the work force. • A couple of LA in house training programmes are in progress and due to be completed by June 22 at the latest. • Evening training sessions for funded provider nurseries are now on offer and listed on the My Learn system. • In the process of delivering in house Solihull Approach training to 9 staff from a funded provider nursery - this is scheduled to be completed in April 22 • Solihull Approach training has now been opened up to School and Family Development Workers and several have signed up for the April training sessions
Train staff to deliver and monitor the impact of PEEP	 50%	<ul style="list-style-type: none"> • Peep 365 Teams established to support staff development and communication. (Aug 21) • 17 additional staff trained to facilitate Peep Learning Together Programme from Health, Libraries, Countryside Ranger Service, Home Start, DDCA, Early Years Settings. (Aug – Nov 21) • 13 Staff have participated in the Peep Progression Pathway Training from Libraries, Home Start, DDCA, Early Years Settings (Oct – Nov 21) • Next Peep Network meeting planned for March 2022 to support Peep delivery. In person delivery not permitted in nursery. • Digital Peep continues to be piloted. • A small number of sessions are being tested in the community by a member of staff in the library service. New Outdoor Peep sessions are being tested at two venues. We plan to grow this offer and increase the number of families who can access Peep in the community. All newly trained Peep staff will be supported to deliver Peep by PDOs.

Action	% Progress	Latest Update
		Additional staff may need to be trained in PLT later in 2022 after an audit of PLT trained staff in nurseries.
Develop and deliver professional development sessions for ELC staff		<p>A series of core modules (SWAYs) have been developed and delivered (virtually) by the Early Years Team. LA settings will have access to these for use when delivering their own in-house CLPL sessions Jan 2022 onwards.</p> <p>These core modules will be delivered this term (virtually) for funded providers. Bespoke training continues to be developed and delivered for funded childminders during twilight sessions 6.30pm to 8pm.</p>
Family Learning Opportunities		<p>Training courses offered have included the Solihull Foundation Approach, Play@Home, Peep Learning Together and Peep Progression Pathway. A programme of support visits to each nursery has supported staff to explore and develop new ways to engage families in family learning in response to the needs of their own community.</p> <p>A range of digital and remote family learning projects have worked well for example, Digital Peep Learning Together sessions, Virtual Nature School, At Home Let's Cook Project, Book Bug sessions, Using Seesaw app to share and communicate with families about every day learning opportunities, next step in learning project (individualised videos for children and families), story sacks which encourage families to share books and understand the value of this for children's learning, Teaching Children to Listen programme shared on Seesaw, Play Along Maths and Online yoga project,</p> <p>When restrictions allowed nurseries have also been supported to engage families 1:1 in family learning opportunities, based on their individual needs.</p>
Improve permanence and adoption processes.		A Permanence and Care Excellence (PACE) initiative being implemented with the Centre of Excellence for Looked After Children in Scotland (CELCIS) is leading to children and young people being settled in permanent care arrangements more quickly in test teams. The approach is now being scaled across all teams.
Involve additional nurseries in Scottish Attainment Challenge Speech and Language Therapy project		Two nurseries (opened in 2021) have been included in the project for 2021/22. Previous nursery cohorts are also being supported as they continue to embed strategies and approaches. The project will finish in June 2022.
Extend leadership programme for Early Years Middle Managers		Most managers have completed the leadership programme. Newly appointed managers will be offered this opportunity during session 2023/24.

Action	% Progress	Latest Update
		Feedback has been extremely positive including reference to relevance of the content and course delivery.
Implement the Funding Follows The Child Policy	100%	This was fully implemented 1st Aug 2020

Areas for Improvement

Improvement activity which has been identified and is being addressed through service planning and provision for 2022-23 includes:

- The development of a localised parenting strategy based on the Tayside Parenting draft delivery plan. A short life, cross sector working group will identify priorities, actions and leads for 2022/23.
- To progress work to develop a Children and Families Information Service website for all children, young people and families.

Updates to Plan Actions and Indicators

Number of funded 1140 hours early years places – we have now updated the calculation of early years places to include those provided by private funded settings. This reflects the fact that now around 30% of families are taking their funded provision in partner nurseries.

Learning and Attainment

Action we have taken

High Quality Learning and Teaching and Career Long Professional Learning

The Pedagogy Team have also created professional learning catalogues that offer practical classroom support to build staff capacity in a range of areas including: differentiation strategies, assessment approaches, measurement tools and evidence exemplars for listening and talking.

Working with Skills Development Scotland, the Pedagogy Team has prepared staff training and resources to support practitioner development in introducing Meta-Skills in their teaching.

Moderation support has been delivered centrally on each staff development day this session and is followed up with local school and cluster moderation activities supported by our extensive network of Quality Assurance and Moderation Support Officers (QAMSOs).

School Improvement Framework

The School Improvement Framework (SIF), which was reviewed in 2020/ 21, continues to help ensure consistent approaches, appropriate moderation and robust quality assurance of our schools.

The SIF continues to be refined following feedback from Head Teachers as well as key local and national developments including the refresh of the Scottish Attainment Challenge and the launch and implementation of our Every Dundee Learner Matters collaborative improvement strategy.

Attainment and Achievement

Evidence through moderation with standardised assessment data and SQA data would indicate Dundee's attainment data is robust. The percentage of primary school pupils achieving expected Curriculum for Excellence Levels in Literacy and Numeracy in P1, P4 and P7 is in line with, or above, national averages in 2021.

Table 1: Percentage of pupils achieving expected CfE levels in literacy by stage, compared to National

	P1 Early Level		P4 First Level		P7 Second Level		P1, P4 and P7 combined (expected level)	
	Dundee	National	Dundee	National	Dundee	National	Dundee	National
2017/18	69	75	62	69	65	70	65	71
2018/19	74	76	67	70	74	71	72	72
2020/21	71	71	65	64	68	66	68	67

Table 1: Percentage of pupils achieving expected CfE levels in numeracy by stage, compared to National

	P1 Early Level		P4 First Level		P7 Second Level		P1, P4 and P7 combined (expected level)	
	Dundee	National	Dundee	National	Dundee	National	Dundee	National
2017/18	80	85	70	76	71	75	74	78
2018/19	84	85	73	77	76	76	78	79
2020/21	81	81	75	72	74	72	77	75

The percentage of school leavers living in SIMD Quintile 1 attaining literacy and numeracy at SCQF level 5 or better has increased from 49% (2020) to 55% (2021), reducing the gap from 25% (2020) to 19% (2021).

We have introduced a number of initiatives to improve attainment for our care experienced young people including: the adoption of a new Inclusion Policy by Head Teachers; the use of care-specific additional funding to provide additional support to those at risk of exclusion; mentoring in all 8 secondary schools; and the extension of engagement and participation methods to allow children and young people's voices to be heard.

The overall trend for care experienced young people at both SCQF levels 4 and 5 is one of notable improvement and 2021 has shown the highest level attaining at both SCQF Level 4 or better and SCQF Level 5 or better of the past five years.

SQA Alternative Certification Model

The cancellation of the 2021 exam diet required an alternative certification model for session 2020/21 based upon teacher judgement of demonstrated assessment evidence.

Running concurrently with moderation and verification within subject departments there was a process of local authority level subject moderation running through our existing curriculum networks. Cross-authority moderation was also utilised to enhance this process.

Schools also made great use of our monitoring and tracking module to ensure that provisional grades provided were robust and took in to consideration historical results and trends.

Dundee School Leaver Destinations 2020/21

During the reporting period of 2020/2021, there were 1,224 leavers from publicly funded secondary schools in Dundee. **93.6%** of these leavers entered a positive destination which is higher education, further education, employment or training. This represents an increase of **1.3%** from last year's result. This is the first time that we have confirmed destinations with all leavers. Strong partnership approach to ensure we had no 'not knowns'.

Learning Estate

Children and Families Service continue project work in relation to the new East End Community Campus which remains on track for August 2025. Developments continue in relation to the extension of Harris Academy with planning approval being considered over the coming months and a completion date planned for Autumn 2023.

Scottish Attainment Challenge (SAC)

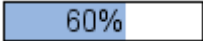
In this final year of current levels of funding work has focused on extending and embedding sustainability of SAC initiatives and aims across the system. The framework for recovery and accelerating progress agenda, feedback from the SAC Equity report and the SAC progress report further informed this work.

The Every Dundee Learner Matters (EDLM) collaborative improvement strategy was launched at the start of last session and all schools and nurseries have been progressing areas of improvement through School Inquiry Groups supported by the Education Officers, the Pedagogy Team and researchers from the Robert Owen Centre for Educational Change, at the University of Glasgow.

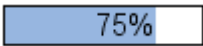
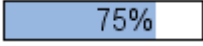

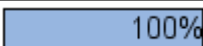
Performance Indicator	Latest Data	Current Target	Short Term Trend	Notes
% of School Leavers Achieving Literacy and Numeracy at SCQF Level 4	85% ('20/21)	88%	↓	
% of School Leavers Achieving Literacy and Numeracy at SCQF level 5	65% ('20/21)	64%	↑	
Percentage of school leavers entering a positive destination	94% ('20/21)	93%	↑	
Overall Average Tariff Score	771 ('20/21)	875	↓	
Average Total tariff SIMD Quintile 1	571 ('20/21)	750	↑	
% Attendance at School	91% ('20/21)	94%	↓	Attendance in 2020/21 was affected by the Covid-19 pandemic.
% of P1, P4 and P7 pupils combined achieving expected CFE Level in Literacy	68% ('20/21)	74%	↑	Whilst CfE achievement levels have recovered since 2019/20 they are not yet back at pre-pandemic levels. However, literacy and numeracy is in line with, or ahead, of the national average.
% of P1, P4 and P7 pupils combined achieving expected CFE Level in Numeracy	77% ('20/21)	78%	↑	Whilst CfE achievement levels have recovered since 2019/20 they are not yet back at pre-pandemic levels. However, literacy and numeracy is in line with, or ahead, of the national average.

Rows are sorted by Progress

Action	% Progress	Latest Update
Attainment Challenge	0%	<p>The explicit aim of Dundee’s Attainment Challenge is to close the poverty-related attainment gap by improving educational outcomes for children and young people living in the most deprived communities. The three levers with associated work streams are:</p> <ul style="list-style-type: none"> • Learning Provision • Families and Communities • Leadership <p>In this final year of current levels of funding work has focused on extending and embedding sustainability of Attainment Challenge initiatives and aims across the system. The Maximising Progress agenda, feedback from the SAC Equity report and the SAC progress report further informed this work.</p> <p>The school year commenced with appropriate mitigations in place. Early in term 2 schools began to feel the impact of seasonal colds and flu alongside Covid-19 infections. Staff and pupil absence began to impact on some of our interventions and activities.</p> <p>Delivery of a few SAC interventions were rescheduled reflecting the lack of capacity within schools to resource SAC work and fluctuating and erratic patterns of attendance for those children and young people targeted by the work. These patterns of attendance and absence have continued into term 3 and have impacted upon our short and medium term goals.</p> <p>At this stage in the school year there is no further data update for this reporting tool. Schools will report at the end of the session on children and young peoples' progress through Curriculum for Excellence attainment data and through SQA data. A data-based update will be provided at this time.</p>
Benchmarking	50%	<p>The Performance Improvement group continue to benchmark across the TRIC and other Local Authorities regarding attainment and other measures. This work takes place across the Tayside Regional Improvement Collaborative and other National networks through SQA, ADES etc. There has been learning through the pandemic with the alternative certification model for National Qualifications. The BGE benchmarking toolkit has also been recently updated and will form part of the benchmarking activity moving forward.</p>

Action	% Progress	Latest Update
		<p>The Planning, Assessment and Moderation group have also worked with Inverclyde Council looking at our tracking and monitoring across the BGE.</p> <p>In addition, the outcomes of the Education Reform are anticipated in the near future and will provide information regarding the future of SQA and Education Scotland which will inform the direction of future activity.</p>
High quality learning and teaching		<p>The core support offered to all schools is in the form of CLPL. The team offers a comprehensive catalogue of professional learning that is aligned to The Dundee Standard for CLPL, with time built in for implementation and reflection.</p> <p>Additional support is available for schools who require a more bespoke approach to training. In discussion with SLT the Pedagogy Team will create training that can target specific needs within the school.</p> <p>Intensive support is offered to schools where analysis of data has indicated there is a greater need than additional or core support. In conjunction with the SLT, the Pedagogy Team will provide rigorous, targeted support, this involves not only staff training but working in classes team teaching and providing support for individual teachers.</p> <p>Progression Frameworks have been redrafted to a consistent format for ease of use. In early, first and second levels each individual progression pathway has been developed to provide more detail for practitioners. Work is on-going to create frameworks for 3rd and 4th level. Science, Expressive Arts and Modern Languages Progression Frameworks are finalised, Literacy and English and Numeracy and Mathematics are in draft form awaiting feedback, with the other curricular areas being worked on.</p> <p>A Meta-Skills Progression Framework has been developed. Working with Skills Development Scotland, the Pedagogy Team has prepared staff training and resources to support practitioner development in introducing the skills in their teaching. Early, first and second level Progression Frameworks now contain a reference to a possible Meta-Skill that can be developed alongside the experiences and outcomes in all curricular areas.</p> <p>All QAMSOs have had access to national training provided by Education Scotland. QAMSOs will lead moderation events on INSET days in November, February and May, these events will be planned centrally and held in all schools. These days will allow schools to create individual moderation cycles based on best consistent practices in each setting.</p>

Action	% Progress	Latest Update
		<p>An interactive toolkit has been created to support practitioners with learning, teaching and assessment. The Teaching Cycle allows practitioners to participate in CLPL in areas they have identified as developmental needs. This Focusing on the steps that detail excellent practice, practitioners can access interactive quizzes, presentations and suggested further reading in their own time, which will help them to improve their teaching practices. This tool can also be used by schools to lead development in areas identified on School Improvement Plans.</p> <p>The Pedagogy Team have also created catalogues that offer practical classroom support. These resources are provided in conjunction with CLPL, however these can be accessed by all staff in order to give help and reminders. Catalogues are available on differentiation strategies, assessment approaches, measurement tools and evidence exemplars for listening and talking. All of these resources are stored on a Pedagogy Team website created to support practitioners.</p> <p>The Pedagogy Team works with a variety of networks across the city to support teachers in the implementation of key priorities such as literacy, numeracy, 1+2 modern languages and moderation. Members of these networks are upskilled in order to lead projects in their schools and cascade learning.</p>
School Estate Strategy	<div style="border: 1px solid black; background-color: #e0e0e0; padding: 2px; display: inline-block;">65%</div>	<p>Project work in relation to the new East End Community Campus remains on track for August 2025. Project board and delivery team continue regular scheduled meetings and recent pre planning application consultation has been undertaken. Further work is planned within some of our existing schools within the locality to broaden our capacity to support learners with complex additional support needs.</p> <p>Developments continue in relation to the extension of Harris Academy with planning approval being considered over the coming months and a completion date planned for Autumn 2023.</p> <p>Continued focus remains upon the environmental impact of projects and buildings across the service estate. Improvements are being made to reduce our carbon footprint and improve energy self-sufficiency. Consultation is being considered on primary school provision within the coming months.</p> <p>We continue to reopen facilities and services in line with national guidance across the service estate and continue to engage with Scottish Government to monitor and improve learning environments in response to Covid-19. Lets out with school hours</p>

Action	% Progress	Latest Update
		within Educational buildings are planned to recommence following the Easter break.
Career Long Professional Development Opportunities	 75%	Leadership Development opportunities well developed e.g. Tayside Regional Improvement Collaborative (TRIC) Leadership Development Programme, Jane Mudd Partnership training, Columba 1400 Leadership Programme and Education Scotland programmes. Also greater uptake and participation in Education Scotland Middle Leaders and Teacher Leadership programmes. Very well developed Newly Qualified Teachers programme; Excellent CLPL programme in place led by Pedagogy Team and by Digital Learning Support Officers in areas such as Learning, Teaching and Assessment and Moderation. Improved articulation between Education and Corporate Learning and Development, including use of My Learn Platform, eLearning and Digital Learning Hub.
Full implementation of GIRFEC	 75%	Revised TATC structure designed by a multi-agency group and agreed by GIRFEC Delivery Group. Training held for Named Persons and Lead Professionals. Further training planned, along with QA. Refreshed national GIRFEC materials awaited.
Revised School Improvement Framework	 90%	The School Improvement Framework has been in place for a number of years and was reviewed at the end of last session. The central team and schools/Head Teachers follow the timelines and actions in the School Improvement Framework. Over the last 2 years, COVID has changed some of the approaches for monitoring and quality assuring the work of schools due to not being able to be in person. However, there have been virtual solutions to ensuring central support and challenge is in place when restrictions don't allow this face to face. The Education Managers and Education Officers have continued to review the framework over the course of this last year and through the pandemic and will revise the Framework for sharing and implementation for Session 2022/2023. There has also been an opportunity for Head Teachers to feedback in relation to this review. This document has been well received by Head Teachers and schools and ensure consistent approaches, appropriate moderation and robust quality assurance of our schools.
Single Schools Plan	 100%	The service created a high level single plan for Raising Attainment in schools to inform and direct individual school's improvement plans and central team support. This was co-created with Head Teacher representatives and central officers. The

Action	% Progress	Latest Update
		<p>plan was shared with all Head Teachers and has been adapted and personalised by each school to formulate their School Improvement Plan over the last 3 years.</p> <p>With COVID we have continued to support schools in evaluating and adapting these plans and schools will be in the process of evaluating and adapting the plan for next session.</p> <p>The central team will continue to review this moving forward and adapt as required to ensure COVID recovery and accelerating progress can be central to the actions taken forward. This will include plans for central support through Attainment Challenge and central resource such as the Pedagogy team.</p>

Areas for Improvement

Attainment Challenge

We will further develop our Strategic Equity Fund to set our local stretch aims for progress, following the refresh of the Scottish Attainment Challenge; there will be an emphasis on capacity building and sustainability within schools and establishments.

School Improvement Framework

The framework will be reviewed in light of changes related to the National Education Reform outcomes, the implementation of Every Dundee Learner Matters, and in line with the refreshed narrative for the Attainment Challenge and CfE.

Learning and Teaching

The Pedagogy team is planning future professional development and support for schools in moderation and in embedding the progression frameworks across the BGE.

Revised Curriculum Guidelines are also being produced with an interactive resource to support all schools.

Single schools plan

The central team will continue to review this moving forward and adapt as required to ensure the centrality of 'recovery and accelerating progress' in all planned improvement actions. This will include plans for central support through Attainment Challenge and central resource such as the Pedagogy team.

Health and Wellbeing

Actions we have taken

Trauma Informed Practice

Our DEPS staff have completed relevant train the trainer training and a mapping exercise of required levels of training for the broader workforce has been completed. Young People's Houses, Kingspark School and AIS have been prioritised to already receive training and others will be trained over the next 12 months.

Counselling in Schools

Counselling in Schools is now in place in all school communities with evaluations in the last 12 months indicating a positive impact on young people's capacity to understand and better manage their own mental health.

Community Mental Health and Wellbeing Services

Closely aligned to counselling are the Community Mental Health and Wellbeing Services which are a collaborative of Third Sector services who support children and families with a wide range of wellbeing needs. The last 12 months of reporting similarly show a positive impact on children and families.

Other

Our provision for young people whose anxiety prevents them from attending school (AIM) continues to make very good progress and impact on the outcomes for secondary-age young people; outdoor play and learning along with other physical health interventions indicate the benefits to children.

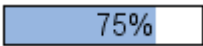
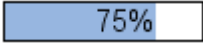
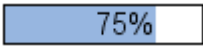
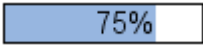
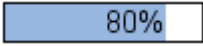
Broader work to support the health and wellbeing of children and young people is also apparent in other aspects of this plan, including the Solihull programme, Functional Family Therapy and targeted support to families experiencing substance use problems and domestic abuse.

Rows are sorted by Progress

Action	% Progress	Latest Update
Development and implementation of regional strategies	0%	<p>Regional strategies for Parents, Emotional Wellbeing, Substance Use and Child Healthy Weight have been completed.</p> <p>Data and Performance Measuring</p> <p>There is ongoing discussion to agree a set of headline measures which can be used within the Annual Report for the Tayside Plan and also creating a range of measures within the evaluation framework which will provide essential information regarding the implementation of the MH strategy. There is a “plethora” of qualitative data held within CAMHS, but it can be more difficult to get “softer” indicators. There is agreement that evidence should not just be based on numbers, but was also important to include feedback from practitioners, children, and families.</p> <p>To gather baseline data there is to be a piece of work developed to consult with some of the young people who had been involved in the development of the strategy. The Health and Wellbeing Census which is underway across Tayside will also provide further baseline data. Focus groups of young people will be carried out during March 2022 and information fed back to PG3 at April meeting.</p> <p>Further links with Living Life Well strategy are being followed up, including the resource available to support some of the implementation of this work. Further work will be carried out to look at how the 2 strategies could link up, and how project support could be utilised.</p> <p>PE in primary school</p> <p>A lack of confidence in teaching PE in primary school has been identified (possibly due to a reduction in the number of specialist PE teachers). A working group has been set up with Headteachers to create a series of cluster groups in which issues and support needs can be discussed. A test model is being considered in which teachers in secondary schools provide support to primary teachers.</p> <p>Lunchtime experience in secondary school</p> <p>A focus group with young people highlighted that many did not consider that they had a positive enough experience at lunchtimes. With the proximity of takeaways and supermarkets to many schools, young people were mainly choosing unhealthy/fast food options. Tayside Contracts, Braeview Academy, and St John’s RC High School</p>

Action	% Progress	Latest Update
		<p>are engaging further with young people to seek a more detailed understanding of what could be improved, with a view to developing tests of change. A report will also be taken to the Dundee partnership to ask what policies or resources are needed to support in this area.</p> <p>Since the start of the COVID-19 pandemic, poverty has been identified as a huge problem, so it is disappointing to report that only 50% of children who are eligible for Free School Meals in secondary schools are taking these (with knock-on impacts on finance for struggling families).</p> <p>Cooking in the Community Safer and greener streets</p> <p>The first meeting of the core working group will take place on 23 Feb, with a view to identifying key people who may be willing to take the lead in these areas of work.</p> <p>A digital copy will also be shared on websites etc, such as Cool to Talk.</p>
Trauma-informed Workforce	<div data-bbox="568 992 767 1032" style="border: 1px solid black; padding: 2px; display: inline-block;">35%</div>	<p>TI Training updated for Pentana – Current Situation March 2022</p> <ul style="list-style-type: none"> • DEPS staff verified level 1 and 2 NHS Scotland materials as suitable for C&FS staff. ASN Manager mapped the workforce for levels 1-4 of the NES Trauma Informed Training. • Information sharing sessions have been led by DEPS. Information on levels and timeframes have been shared with SMT Education and SW as well all HT's and Children's House Management Team. <p>3. Children's House Managers and senior staff have been taken through level 1 with a view to them rolling out to all staff in houses. Level 1 is planned to be completed by the end of the summer with level 2 continuing 2022-2023.</p> <p>4. Pilot roll out of level 1 and 2 with Education Targeted Services:</p> <p>Dundee Educational Psychology Service (DEPS):</p> <p>All DEPS staff (with exception of one long term sick) have completed both level 1 and level 2 training modules. An evaluation of the targets from level 1 training and new targets from level 2 training will be discussed at the development day on 29th March and will be incorporated into practice outcomes (linking TI practices/GIRFEC and UNCRC).</p>

Action	% Progress	Latest Update
		<p>Longhaugh Support Group (LSG)</p> <p>LSG staff have all completed level 1 and 90% of staff have completed the three modules in Level 2. 1 person need to complete the final module. The action plan which will be used to inform our raising attainment plan for next session has been updated.</p> <p>This term LSG have taken a closer look at micro/horizontal transitions within LSG. They have reflected upon what good transitions look and sound like and have used this information to create a graffiti wall. The intention is to use this for self and peer assessments. This has also been cross referenced with the 2.6 Transition QI. LSG intend to engage in VERP with a focus on transitions.</p> <p>Kingspark School</p> <p>All staff completed module 1 in the Feb in-service. The strategic nurture group have collated the feedback and are turning it into an action plan. This same group have now all completed module 2. They have been tasked with timetabling when and how the rest of the staff will complete module 2</p> <p>Accessibility and Inclusion Service (AIS)</p> <p>11 of the 25 staff in AIS have had their level 1 training (Teachers, bilingual assistants, 1 x Senior ERW, 1 x Early Years Educators). Others will be trained at level 1 by end April. Level 2 will continue into 2022-2023 session with evaluation of knowledge and skills built into ongoing development of the service.</p> <p>Offsite Education Service (incorporating Rockwell Learning Centre, RISE and PACE). EO and ESO for ASN alongside Dudhope YPU staff:</p> <p>Staff training for Level 1 will commence in Term 4 with Level 2 continuing into 2022-23 session. Evaluation of knowledge and skills will be developed into practice through service planning and review process.</p>
Increase play and outdoor learning interventions	<div style="border: 1px solid black; padding: 2px; display: inline-block;">42%</div>	<p>14 Primary Schools have been using Collaborative Action Research to find out how well does Loose Parts Play (Outdoors) improve children's health and wellbeing outcomes (social and emotional development). In addition, many primary schools have already embedded loose parts play as part of their overall whole school approach to learning outdoors.</p> <p>Craigie High School are one of the first Secondary Schools in Scotland to test the delivery of Loose Parts Play with their learners and are reporting early signs of improvements. Braeview Academy are in</p>

Action	% Progress	Latest Update
		the planning phase of using Loose Parts Play as a context for learning next session.
Establish a range of health and wellbeing measures		The TRIC PG3 has a range of measures for HWB which schools are using this year. Analysis of the measures will take place in 22-23 in order to have a full year's measures.
Health and Wellbeing Strategy		The Connected Tayside Emotional HWB Strategy is being implemented in Dundee through engagement sessions with all staff and partners; through CLPL (padlet shared with all staff); evaluated using Glasgow Motivation/Wellbeing Tool and the HWB Census. The Standards for All framework has been shared with all school staff. Mental Health and Wellbeing supports and resources are in place for all school communities.
School Refusal Programme		Our programmes to support young people who do not attend school due to anxiety are AIM; and the Virtual Learning Environment (VLE) test of change. Both are achieving very good outcomes for secondary age young people by improving attendance/engagement; attainment results; and their wellbeing.
Counselling		<p>467 CYP were supported – 39% increase from first half of the year. 2014 counselling sessions took place – increase in both face to face and percentage of virtual sessions from first half of the year.</p> <p>The most prevalent issues identified at counselling were: - anxiety - self-esteem - family issues - anger -interpersonal/relationships Pandemic related issues continue to emerge in counselling. Main areas are worry about school work/exams and increased anxiety around the pandemic. Predominant outcomes being worked toward in counselling were: Be more aware of feelings/behaviour Be able to cope better Be more positive Be able to solve problems better Gathering pupil & parent evaluations continues to be a challenge for all providers.</p>
Staff mental health training		Training for staff has been provided and delivered through a recent padlet which includes the wellbeing toolkit with a range of supports and strategies. Trauma-informed approaches are being implemented across all schools and nurseries, following the Knowledge and Skills Framework. Educational Psychologists provide ongoing support to school and social work staff in relation to mental health and resilience training.

Areas for Improvement

Vulnerable adolescents

Following the Joint Inspection of Child Protection Services, the service is leading a partnership review of approaches towards vulnerable young people aged 14-21 years. This review is due to report proposals in the summer of 2022.

Parents of children with complex additional support needs

In partnership with the Scottish Mental Health Alliance, CAMHS and the Third Sector, the service is coordinating a new capacity building model to meet the emotional and mental health needs of specific groups more effectively, with mapping of needs and associated priorities commencing in May 2022.

Attendance at school

Following a Zero-Based Design review of school attendance, mental health has been identified as a key factor which has an impact on families. This is now a Transforming Change project and will involve key partners in responding to the holistic needs of parents/carers and children and young people.

Inequalities

Action we have taken

Our Promise to Care Experienced Children, Young People and Care Leavers

In accordance with Our Promise, which outlines a range of actions under the 5 foundations of The Promise, the service has made considerable progress in improving support to children and young people on the edges of care and those who are care experienced.

Scaffolding

Implemented the Fast Online Referral Tracking (FORT) system with Third Sector partners, with over 3,250 referrals to provide early support to families in the last 12 months. The number of care experienced children and young people continues to reduce.

Voice

The number of school-based Champions Boards has increased and we have implemented Mind of My Own (MOMO) app to allow care experienced children and young people to offer feedback on support in their own time and thereby continuously inform improvements.

Family

Implemented Functional Family Therapy with Action for Children to provide more intense support to families with teenagers where there is a risk of breakdown. The impact of the co-location of Substance Use Nurses in Social Work Locality Teams was commented on positively in the recent CP inspection.

Care

Developed a new Kinship Team; built capacity in the Young People's Houses through a new rota and extra bedroom; completed the conversion of Gillburn Road to a full-time residential facility for children with a disability; and commenced the build of a new Young Person's House.

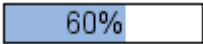
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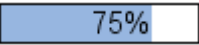
All staff in Young People's Houses have received training in both trauma informed practice and nurturing training; staff from Social Work teams and schools have received training in child led play therapy; and a number of staff have graduated from Columba 1400 Learning Academies on leadership development.

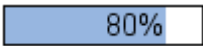
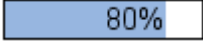
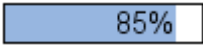



Performance Indicator	Latest Data	Current Target	Short Term Trend	Notes &
% of Looked After School Leavers Achieving Literacy and Numeracy at SCQF Level 4	71% ('20/21)	78%	↑	
% of Looked After School Leavers Entering a Positive Destination	100% ('20/21)	91%	↑	
Percentage of pupils with ASN gaining N4-Higher	71% ('20/21)	90%	↓	Proposed new target to match Insight Virtual Comparator
Number of pupils with ASN gaining awards at Nat1-3	87% ('20/21)	215	↑	Available Feb 2022
Pupils with ASN participating in sports		500	?	2019/20 baseline as published in CFS Improvement plan. Will need checking
Exclusion rate for ASN pupils	28.9 ('20/21)	45.5	?	Target will need reviewing,
Attendance rate, ASN pupils	89% ('20/21)	92%	?	Attendance from beginning of term to end of term 2.
Positive destinations for leavers with ASN	91% ('20/21)	91%	↑	
Exclusion Rate (number of exclusions per 1000 pupils) for Looked After Children -LGBF	110 ('18/19)	71	-	This PI is only published biennially by the LGBF. Figure for 2018/19. 202/21 update available 29/4/22
% Looked After Children with more than one placement within the last year	6% ('19/20)	4%	↑	The Council is now ahead of the national average and the average for family group members in this indicator.
Gross Cost of "Children Looked After" in Residential Based Services per Child per Week	£4,669 ('19/20)	£3,930.00	↓	The calculation of this indicator is being investigated in great detail. Early indications show that some of the high costs are due to inclusion of some budgets not included by comparator authorities. 202/21 update available 29/4/22
The gross cost of "children looked after" in a community setting per child per week	£546 ('19/20)	£370.00	↑	See above
Balance of Care for looked after children: % of children being looked after in the Community	89% ('19/20)	90%	↑	202/21 update available 29/4/22

Rows are sorted by Progress

Action	% Progress	Latest Update
Transition Plans for CECYP	60%	<p>A pilot transition programme in the Harris Cluster during summer 2021, involving P7 pupils from Camperdown PS, school support staff and CLD has had positive outcomes with all involved maintaining goods attendance during term 1. Pupils in current P7 being identified and a longer transition programme will be implemented. The ARC Principles into Practice project group continues and parents/carers and young people have been surveyed about their current experience of transition planning. This will shape improvements going forward. Early planning has begun around a proposed test of change about support being offered to care experienced pupils/families from EY to secondary. This will involve locality staff, EY Education Officer, Education Officer CEYP and support workers. All young people from Rockwell Learning Centre, our offsite provision, entered a positive destination on leaving school in June 2021. Many of these young people are care experienced.</p> <p>Almost a quarter of pupils moved directly onto a full-time college courses.</p> <ul style="list-style-type: none"> • Over half (53%) of young people moved onto a transitions programme with a partner provider (Dundee and Angus College or Helm Training). • one young person has moved directly into employment.
Implement a Charter for CECYP	70%	<p>The team of PSWs assigned to Clusters continue to support the health & well-being of our care-experienced young people. The number of young people from secondary schools joining with the YPPG and having the opportunity to contribute to city-wide Champions Board is increasing. We continue to try to find ways of capturing the voice of our care-experienced young people and a planned test of change within the St John's Cluster will help this process. The introduction of MCR Pathways to schools in Dundee is aimed at supporting S3 -S6 pupils achieve and increase their chances of success in further education, training or employment.</p>
Implement an engagement and participation strategy for CECYP	70%	<p>We have established a multi-agency Engagement and Participation Team called Your Voice Our Promise (YVOP). The membership of the team consists of various professionals from across our service and other partner agencies to promote a more proportionate representation of all Care Experienced Children and Young People in our city and for those in external placements.</p>

Action	% Progress	Latest Update
Nurturing	100%	<p>All Residential House staff have received Nurture Training delivered by Dundee Education Psychology Services. This was Adapted Scottish Education Nurture Training focussing on embedding Nurture Principles within staff practice in the Res Houses.</p> <p>This training is now core modules for residential staff training, with an expectation of all new staff completing this as part of their ongoing induction. This was initially delivered face to face but due to Pandemic is now is being done through E learning modules. Module 1 was complete and online in September 2021 and modules 2 and 3 are being done Jan/Feb 2022.</p> <p>We are also supporting the ongoing coaching via DEPS link to keyworkers for targeted YP to support planning that is nurture and trauma informed. Also links to the Trauma Informed workforce work in the EP role Pentana link too.</p> <p>In addition, we have delivered a series of training and learning across the service, this was Child Led Play Therapy training. These courses have been running since Aug 2018 and delivered to a wide range of partners including; Teachers/DHTs, Learning and Care Assistants, Health and Wellbeing workers, Social Workers, Family Support Workers, Residential Social Care Officers, Foster Carers, Outreach Teachers, Kinship Carers.</p> <p>This remains an ongoing training programme available to be rolled out further and next steps are to adapt the training to include video learning and coaching sessions and target specific key groups such as residential houses, foster carers and Kinship carers.</p>
Functional Family Therapy	75%	<p>This programme has been implemented and therapists are actively working with families. A report on the impact on the number of teenagers entering or escalating upwards into care will be presented by AFC in June 2022</p>
Improve education, training and employment opportunities available to Care Leavers		<p>The Throughcare and Aftercare Team developed and co-facilitate a weekly Drop-In at both Gardyne and Kingsway campus for students who are care leavers to support them to access and maintain their college education and plan for progressions. This drop-in can be used to access support for issues with coursework, personal issues and peer relationships. In the first instance, young people are often supported to attend by their TCAC worker.</p> <p>With the agreement of specific Care Leavers open to the Throughcare and Aftercare Team, there are regular monitoring meetings between the TCAC Lead for Employability and Education with College Support staff to monitor and address issues as they</p>

Action	% Progress	Latest Update
		<p>arise. This is in addition to the regular contact between case holding TCAC workers and college support staff and tutors.</p> <p>For those young people who attend college or university outwith Dundee and Angus, workers are proactive in developing links with the relevant Student Support Services to ensure there is a comprehensive and proportionate support plan in place.</p> <p>There are currently 12 Care Leavers, open to the TCAC team who attend university or have recently graduated. Support has also been offered to Care Leavers not currently open to the team but assessed as requiring support (financial and practical) to access and transition to university alongside plans with Student Support services.</p> <p>The Children and Families Teams maintain close links with the Youth Employability Service to ensure Care Leavers have access to specialised support to access education, training, modern apprenticeships and employment. There is regular joint work between the Adolescent and Throughcare and Aftercare Teams and the Key Worker for Care Experienced Young People within the Youth Employability Service to ensure individuals can access specialist support as required. It is important to note that this support is often used to enable Care Leavers to transition between education, training and employment based on their specific ambitions and needs, rather than simply “dropping out”.</p> <p>The Throughcare and Aftercare Team has led on the provision of devices through the Connecting Scotland initiative to ensure that digital poverty is not a barrier to Care Leavers accessing education, training and employment. Care Leavers were one of the groups prioritised for these devices by the Children and Families Teams across Dundee.</p> <p>The TCAC Team provides support to Care Leavers to access appropriate accommodation in a location that will suit their circumstances. For those whom the department is financially responsible and have remained in continuous education, the TCAC will provide financial support for accommodation to ensure that this is not a barrier to accessing education. This may be University Halls of Residence, Continuing Care, local authority/social housing or private tenancies.</p>
Develop and implement an action plan for Care Leavers		Work is undergoing to update procedures for Continuing Care and for care leavers. Care leaver targets are also expressed in Our promise.

Action	% Progress	Latest Update
Accreditation of Enhanced Support Areas	 80%	Internal accreditation of primary and secondary schools with ESAs has taken place through moderation visits across the city this session to promote expected standards of inclusive practice. Almost all schools involved in the process evidenced very good standards of inclusive practice.
Increase breadth of awards at SCQF level 2 upwards	 80%	The breadth of awards at SCQF level 2 upwards has increased by 50% since before 2018. The overall pass rate has fluctuated in the last 2 years due to covid impacting on pupils' attendance. There is variability across schools which will be addressed over the next 24 months as more pupils with complex needs move into the senior phase.
Review Respite Services in Partnership	 85%	Our Gillburn Road Young People's House is now fully operative as a residential home for young people with a disability. We are also working with the Third Sector and Families on Self Directed Support options 1-4. Going forwards, we plan new material on the Council website to more carefully explain and promote better access to the range of available supports.
Build capacity of local placements for CECYP	 88%	Have re-introduced regular foster carer recruitment meetings within family placement service group meetings. Have started a social media campaign to recruit foster carers. Foster Carer recruitment appeal placed on 'One Dundee' webpage. Currently exploring roundabout advertising display signs across the city. An external review of approaches towards foster care will commence in June 2022.
Provide training for Senior Learning and Care Practitioners	 90%	As part of our workforce development for school support staff, an ongoing programme of professional learning and development is in place for Cluster Senior LCPs who meet on a weekly basis. They in turn provide advice and support to the wider workforce in relation to Moving and Handling; De-Escalation; Language and Communication resources; use of visuals in the classroom. At an earlier stage in the professional development pathway we have introduced work-based accreditation for current staff wishing to become Learning & Care Assistants.
Maintain a whole systems approach for young people	 100%	This target was about maintaining a whole system approach for young people. Dundee remains committed to the whole system approach and evidences this through a) EEI b) CARM c) increase in Diversion for 16/17 year olds d) CJS workers consider remit back to Hearing e) Continuing care has enhanced the support given to care experienced f) reduced numbers of 16/17 year olds in custody.

Areas for Improvement

Voice

Obtain, analyse and report on feedback from MOMO to continuously inform improvements to individual children and young people and the broader care experienced population.

Scaffolding

Develop the FORT system into an Integrated Family Support Hub which triages referrals and coordinates the delivery of flexible family support by partners hosted on the system.

Family

Work with the Health and Social Care Partnership to develop more easily accessible support to vulnerable parents/carers across the city and within localities.

Care

Coordinate support to Unaccompanied Asylum Seeking Children (UASC) in accordance with the National Transfer Scheme; support trafficked children; and contribute towards support to Ukrainian refugees.

People

Complete an external Association of Fostering and Adoption (AFA) review of approaches towards the recruitment, support and retention of internal foster carers.

Child Protection

Action we have taken

The service continues to make key contributions to the safety and welfare of children and young people. The Joint Inspection of Services to Children and Young People at Risk of Harm published in January 2022 highlighted a range of strengths, including:

1. Most children in Dundee were being kept safe from harm by committed staff who effectively recognised and responded to concerns. This recognition of and response to harm remained as effective as the Covid-19 pandemic progressed.
2. Children and young people felt safer as a result of the strong relationships they had with key members of staff. Staff made considerable efforts to sustain relationships with children and young people as the pandemic evolved.
3. The collaborative approach throughout the partnership had resulted in the effective development and delivery of a range of multi-agency services that helped children at risk of harm and families to receive the support they needed.
4. Senior leaders demonstrated effective and inclusive governance and accountability in their leadership of multi-agency child protection arrangements. Senior leaders continued to work together to effectively lead and direct staff as the Covid-19 pandemic progressed.

GIRFEC - We continue to implement our GIRFEC Improvement Plan which has focussed on getting the right help and support to children and families at the right time. We have recently revised our Team Around the Child (TATC) structure and this was promoted via training sessions for over 300 Named Persons and Lead Professionals from across the partnership. The recent Inspection report found that our approach was well embedded and had resulted in “staff sharing concerns in a timely manner and in ensuring the professional point of contact in universal services was informed about concerns”.

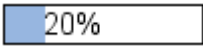
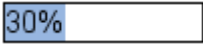

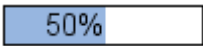
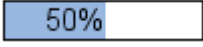
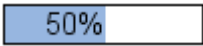
Prevention and early intervention - In conjunction with 3rd sector colleagues, we have created a new cross-sector Alliance Group to co-ordinate early support. Through this partnership, we have introduced the Fast Online Referral Tracking System (FORT). It provides a clear multi-agency system to aid referral to relevant resources and offer tailored support to families. It has supported concerned staff to better meet the support needs of children and their families. It also supported the distribution of over £550k of welfare funds to vulnerable families throughout the pandemic. Related to this work is the recent creation of a new “Hidden Harm” Group, which has brought partners together to share information on possible concerns, and to identify and coordinate support to potentially vulnerable children and young people, including in relation to summer activities.

Child Protection - We continue to quality assure our screening, assessment and overall responses to child protection concerns. In the past year a staff survey found that the Multi Agency Screening Hub (MASH) team to be helpful and supportive. We continue to demonstrate improvements in the quality of our chronologies, assessments and plans. We have tested a proportionate and sustainable audit tool, which has now been embedded as routine practice across the Children and Families Service with peer evaluation and feedback to practitioners being central to the approach being used.

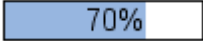
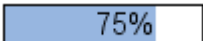

Support for families - We have consolidated our work with very vulnerable women who have had children removed from their care by continuing to invest in the Pause project, in partnership with TCA (Tayside Council on Alcohol). The impact report demonstrated positive outcomes for the 22 women who had worked with the programme, addressing issues such as homelessness, drug or alcohol use, domestic abuse and mental health issues, family relationships and unemployment. The impact report also highlighted the supportive relationships and the delivery of tailored support.

Performance Indicator	Latest Data	Current Target	Short Term Trend	Notes
% of audited social work files with chronologies in place	98.5% (21/22)	95%	↑	The provision of chronologies within case files is well embedded and the service continues to be focused on maximising the quality of these chronologies.
% of audited Child's Plans judged good or better	45% (21/22)	95%	▬	The Child's Plan format has recently been simplified as a result of feedback from recent audits. Developmental work is planned to increase the quality of Plans, including ensuring they are "SMART" and family friendly.
Audited Assessments judged good or better	70% (21/22)	95%	▬	The assessment format has recently been simplified as a result of feedback from recent audits. Quality improvement work continues to take place via audits and staff supervision.
% Child Protection Re-Registrations within 18 months	2.4% (20/21)	4%	↓	This continues to be a very low figure, with only 3 out of 125 children being re-registered within 18 months. There will always be a small number of exceptional cases where children are re-registered due to unforeseen changes in circumstances.

Rows are sorted by Progress

Action	% Progress	Latest Update
Child Protection Procedures	 20%	The new national guidance has now been published and a paper scoping the task of updating Dundee's procedures has been discussed at the Child Protection Committee. This work is scheduled to take place during 2022.
Commissioned Services Review	 30%	Commissioned services that are paid for by our "Third Party Payments" budget have been informed of Dundee's "Alliance" approach, to ensure we have mapped their provision alongside expectations of collaboration with statutory and 3rd sector partners. This work is ongoing and will also take into account the 2022 review of adolescent services. We anticipate setting clear priorities for future commissioning by December 2022.
Family Support Strategy	 30%	The "Alliance" between statutory and 3rd sector has now been established, with an oversight group. Mapping and collaborative work has been started and is progressing, with a financial framework to follow later in the year.
Transforming Public Protection	 50%	All areas continue to progress and are benchmarked through internal audit processes
Obtain views of parents, carers, children and young people	 50%	<p>The new Your Voice Our Promise Team, continues to coordinate consultations and aim to receive the views of young people from across the service.</p> <p>The team is integrating the CB with school-based CBs, the Young People's Participation Group and 4Change Group under one umbrella.</p> <p>We are also extending engagement and participation to children and young people involved in formal Child Protection processes</p> <p>We have an Implementation plan developed for Mind of My Own (MOMO) digital engagement app with train the trainers identified and go live planned for the end of February, this will allow us to obtain the views of young people digitally and extend to all young people in external placements.</p> <p>The LAC Review Senior Officer Team are embedding a process of consultation and seeking views of all parents, children and young people prior to their reviews and CP Case Conferences.</p> <p>Going forwards, we will want to aggregate and analyse information coming from the engagement to inform strategic and practice developments, and to take a systematic approach to capturing the views of parents.</p>
Parenthood project	 50%	Within Community Justice opportunities exist to support people with parenting and being a parent can be a motivator to address offending behaviour.

Action	% Progress	Latest Update
		<p>1. Parenting and impact on children is a module in the Caledonian Programme for men convicted of domestic abuse offences. The module is co-delivered by the Caledonian children's worker. 2. Parenting is also an optional module in the Respect programme for 1:1 work with people convicted of domestic abuse offences. 3. The Caledonian children's worker also offers Parenting work on an individual basis to people allocated to the wider Community justice service 4. There have been occasions where parenting programmes have been sourced (such as Incredible years) and these have been accepted as Other Activity for people on Unpaid work, where parenting issues were relevant to their offending.</p>
Mentors in Violence	50%	<p>The Mentors in Violence Prevention Programme (MVP) is currently being delivered, or there are plans for delivery, in four of our eight secondary schools. Due to school closures over the past two years all schools needed to restart the programme entirely as senior mentors had left and recruitment had to begin again. The current priority is to re-establish MVP in existing schools before expanding into other schools.</p>
Risk based proportionate support	50%	<p>In recent months Dundee's GIRFEC Delivery Group (GDG) has updated its key policy guidance, whilst revised national Child Protection Guidance has been issued. During 2022 the GDG and Dundee's Child Protection Committee (CPC) will be consolidating this guidance into operational practice, to ensure appropriate service provision is in place at the right time.</p>
Prevention and Early Intervention	57%	<p>The work of The Alliance continues to build and the recently published inspection reports highlights collaborative leadership, including the approach towards prevention and equal relations with the Third Sector, as a key strength.</p> <p>In this context, we continue to fund the FORT platform, with coordination of the triage function and delivery of training leading to more easily accessible support.</p> <p>The system is also helping to identify potential unmet need and inform discussions on potential responses, including in respect of children and young people with a disability whose welfare needs do not presently appear to be met.</p> <p>In relation to disability, a Senior Officer is actively involving in coordinating Self Directed Support Options 1-4 and decisions on proportionate support are now made by the multi-agency Resource Management Group.</p> <p>There has been a delay in the development of a volunteer strategy but the parameters have been</p>

Action	% Progress	Latest Update
		<p>agreed and a lead has been identified, with this as a key priority over the next 6-12 months.</p> <p>We are actively involved in discussions with the Scottish Mental Health Foundation on the development of a capacity building task sharing model, with links to CAMHS.</p> <p>The additional funding has therefore served as a catalyst for change and existing resources are increasingly being re-focused towards all these ends.</p> <p>Going forwards, we will want to extend the work through the whole family wellbeing fund and will work with partners to develop proposals which maintain whole systems transformational change.</p>
MASH		3 areas of quality assurance work during 2021 confirmed that MASH was providing a quality service, including positive stakeholder feedback and an audit which confirmed that referrals were dealt with timeously and appropriately. The service was also highlighted as an area of strength in the 2022 Inspection report.
Domestic Abuse		Dundee does offer the court the Caledonian programme as a Requirement for men convicted of domestic abuse offences. The alternative Respect programme is also an option for court. Both programmes are supported by services that reach out to female victims. Dundee did employ a worker who offered intervention for men who wished to address their domestic abuse on voluntary basis. This post holder retired in March 2021. A source of funding would need to be identified if such a post was to be created again.
Child Protection Meeting Frequency		Child protection meeting frequency has returned to normal following some slight adjustments during the pandemic, with no disruption to this service being anticipated.

Areas for Improvement

The recent Joint Inspection of Services to Children and Young People at Risk of Harm published in January 2022 highlighted the following areas as areas for improvement:

1. Approaches to recognising and responding to concerns about risk of harm and providing support to young people were not as effective as those for younger children.
2. Resources to support children and young people with mental health or emotional wellbeing issues were limited and staff were not confident that children's mental health needs were being fully met.
3. Children and young people at risk of harm and their parents or carers were not consistently being supported to participate in protective processes. Opportunities for children and young people at risk of harm to share their views and influence policy, planning and service delivery were limited.
4. The partnership did not yet have in place arrangements for the joint and systematic review of outcomes data in order to evidence the difference it was making to the lives of children at risk of harm and their families.

These are all being addressed by improvement work across the wider partnership via the Child Protection Committee, including the service leading a multi-agency review of services to young people which is due to be finalised by August 2022.

Community Justice

Action we have taken

Over the last 12 months, the Community Justice Service has maintained public health adaptations to sustain the support and supervision of people at different stages of the criminal justice system and contribute towards partnership recovery from the pandemic. Whilst still not reaching pre-pandemic levels of activity, the number of referrals for Diversion from Prosecution, Court Reports and Community Payback Orders have all increased.

People subject to interventions have been provided with support in accordance with levels of risk and/or need; groupwork delivery has been maintained albeit with adjusted staff:participant ratios; and requirements in relation to Multi Agency Public Protection Arrangements (MAPPA) have been met. Following the introduction of new multi-agency information sharing arrangements, the number of short-term prisoners supported in the community on release increased.

The area of work most affected was Unpaid Work but the number of UPW hours imposed by the Court similarly increased again, a range of projects were completed in smaller groups and 'Other Activity' was increased to both enhance support and give people an opportunity to complete outstanding hours by alternative means. This included support provided by a Keep Well Nurse in relation to mental and physical health and support on employability.

The service also introduced Structured Deferred Sentence (SDS), which is a 3- or 6-month intervention that either dispenses with the need for a full Community Payback Order (CPO) or is a prelude to a full Order after the individual demonstrates they can complete the shorter SDS. This additional sentencing tool provides the Court with an opportunity to test motivation to comply, particularly when sentencing people who may not yet have demonstrated a capacity to complete a full CPO.

Positively, the successful completion of Diversion from Prosecution increased; in quality assurance exercises on types/levels of contact, the supervision of people presenting a high risk of harm to others was shown to have remained high; and the successful completion of CPOs, which involves completing the Order without it being returned to Court under breach and the Order being revoked, also increased from 69% in 2019-20 to 77% in 2020-21. It therefore rose again to be above the national average.

Performance Indicator	Latest Data	Current Target	Short Term Trend	Notes
% of Community Payback Orders Completed Successfully	77% ('20/21)	75%	?	This has now returned to being above the national average of 75% after a 1 year dip
Number of adults commencing Voluntary Assistance	215 ('20/21)	190	?	A significant increase reflecting improvements to multi-agency information sharing and planning
Number of 16-20 year olds taking up Voluntary Assistance	6 ('20/21)	15	?	Further work on low take-up rates will be carried out in partnership with the Scottish Prison Service
Custody as a main outcome of a CJSW report	86 ('20/21)	200	?	The number receiving a prison sentence following a Court Report reduced as there were fewer reports.
Number of Diversion cases successfully completed	82 ('20/21)	75	?	The number of both referrals and successful completion rates both increased
Successful DTTO and CPO with a Drug Treatment Requirement completions	18% ('20/21)	40%	?	There are low numbers of people subject to a DTTO or DTR but low completion rates are being explored
Percentage of recipients satisfied with UPW placements	100% ('20/21)	100%	?	This has consistently remained very positive since CPOs with Unpaid Work were introduced
Percentage of those on UPW satisfied with the support provided	92% ('19/20)	95%	?	This has remained consistently very positive since CPOs with Unpaid Work was introduced
Reconviction Rate %	26.2% ('18/19)	29.5%	?	Information from latest cohort 2018-19 as at 7th October 2021. We remain better than the national average.
Average number of reconvictions per offender	0.47 ('18/19)	0.49	?	Information from latest cohort 2018-19 as at 7th October 2021.

Rows are sorted by Progress

Action	% Progress	Notes & History Latest Note
Implement an outcomes framework for people receiving services to inform improvements	65%	A post-sentence questionnaire has been piloted in one team and extended to others. Qualitative data will be analysed to inform improvement activity
Work with SPS and other partners to develop a new Community Custody Unit for women	90%	Building work continues apace and remains due to open in July 2022. The service will co-located a Prison Social Worker
Carry out twice yearly audits using Care Inspectorate audit tool	90%	Audits continue to take place and a recent audit of Drug Treatment Requirements will inform workforce development activity
Pandemic Recovery Plan	90%	The recovery plan is outlined in the Community Justice Outcome Improvement Plan and the service has additional recovery funding in support of this
Work in partnership with the Crown Office to increase diversions from prosecution	96%	Diversion continues to increase and there is regular communication from COPFS to ensure appropriate referrals
Provide specialist services for young people appearing in the Sheriff Court	96%	Dundee has a court social work service every week day. These workers prioritise young people for follow up
Work with Scottish Prison Service to develop effective resettlement from custody	96%	A very positive statistic is that people dying through a drug overdose within 6 months of liberation from prison fell from 11 people in 2019 to 3 in 2021.
Invest in Bail Mentoring	99%	Additional Scottish Government funding of £130k has been used to enhance capacity, including Electronic Monitoring.
Provide a service for those being considered or sentenced to community based interventions.	100%	In addition to CPOs, Structured Deferred Sentences and the Caledonian Programme for domestic abuse have been implemented
Provide targeted interventions to people with specific needs	100%	Includes the Caledonian Programme, MFMC, MAPPA, DTTOs, a Keep Well Nurse and a Women's Team
Deliver accredited group work programmes to people having committed particular offences.	100%	The service continues to deliver the Caledonian Programme for domestic abuse and MFMC for sexual offences to accredited standards.
Work in partnership to supervise and monitor Registered Sex Offenders	100%	The service continues to host and supervise the Tayside MAPPA Coordinator and has supported the maintenance of arrangements for high risk offenders

Areas for Improvement

Going forwards, there a number of areas of essential development both for CJS and for the wider Community Justice Partnership, some of which are required by new legislation. The main developments for 2022-23 are:

1. The Dundee Womens' Community Custody unit will open in July 2022. This plans to offer a new model of incarceration to the women with stronger links to community supports and enhanced transition back to the community. CJS will host a Prison based Social worker and Prison healthcare will offer enhanced substance use and mental health support. A range of Third sector and local agencies will be involved in offering other aspects of support.
2. In May 2022 the Management of Offender Act introduced Electronic Monitoring on bail and Electronic Monitoring as a disposal within a CPO. Alongside Electronic Monitoring on bail comes enhanced expectation of assessment for bail support and suitability for a tag. This will involve contact with other people within the household, as all are impacted by having some one curfewed to the home. Scottish Government has given one year funding to enhance Bail assessment and support
3. Recovery from covid remains a challenge for CJS. Scottish Government has given funding for covid recovery which is available for both statutory and third sector services. The Courts have hired temporary sheriffs and increased court sittings to bring down the backlog of cases postponed during covid. This will result in more court reports and more CPOs and other orders. The service is attempting to sustain and enhance its workforce to keep pace with this increase.
4. Low numbers of Drug treatment Requirements and low completion rates of these Orders has been noted as both a national and local issue but is being explored further. The substance use staff employed by CJS have been agreed to carry out a wider remit, including more involvement in Diversion and SDS cases and increased multiagency discussion has taken place to consider how to enhance the interface between justice agencies and substance use agencies more widely.

People and Resources

Action we have taken

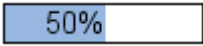
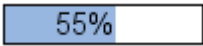
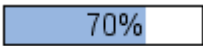
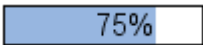
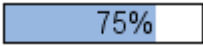
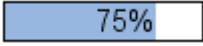

Over the last 12 months, a number of staff from across the service have participated in Columba 1400 leadership academies. These academies focus on building individual and shared leadership capacity in the context of the Christie Report and Independent Care Review. Upon graduating, participants are required to develop group action plans and these are now being coordinated by a What Matters 2 U Oversight Group.

In September 2021, the service also launched a revised Team Around the Child and Named Person Guidance, extending learning from an Addressing Neglect and Enhancing Wellbeing (ANEW) programme. This is further strengthened by an ANEW Implementation Team, which involves Health Visitors, Early Years and Primary School staff working with the Centre of Excellence in Looked After Children (CELCIS) on coaching to build the capacity, confidence and competence of teams supporting vulnerable families.

Building on this, the service has been involved in the coordination and implementation of Trauma Informed Practice across the partnership. This has involved DEPS in completing a mapping exercise of the service workforce and required levels of training for different roles. Initially, staff in Young People's Houses have been prioritised and trained will be rolled out to others over the course of this year. The service is also working with partners to share and scale good practice examples of trauma responsive support.

A range of other workforce development activity has also been progressed, including individualised leadership programmes; coaching; child protection; mental health; substance use; domestic abuse, risk assessment tools; and groupwork programmes. In Social Work teams, staff continue to receive a minimum of 6-weekly formal supervision and responses to a staff survey on the frequency and quality of support were very positive. This was also mirrored in the findings of the Joint Inspection on Child Protection.

Rows are sorted by Progress

Action	% Progress	Notes & History Latest Note
Leadership Training	 50%	The pandemic has impacted on all training but key staff have been involved in work with Columba 1400 Learning Academies alongside partner services, to promote shared valued based collaborative leadership which focuses on improving support to families. As part of the TRIC, school based staff have also been involved in leadership development. Some staff have been involved in design based leadership and/or PDSA improvement methodologies. Going forwards, the service will develop a coherent leadership development strategy for both school based and Social Work staff, including middle and first line managers.
Regular support Meetings	 55%	Regular meetings ongoing
Risk Register	 70%	Risk Register has been prepared but still need to allocate owners to all risks. Health and Safety training related to keeping our schools safe has been updated and delivered to all new Head Teachers and any other Head Teacher who would like to attend a refresher. Service Health and Safety Committee meetings are in place. Funding allocated to service priorities and regular service revenue budget monitoring takes to ensure expenditure on track.
GIRFEC	 75%	Programme of awareness raising and training for professionals well underway led by a sub group of the Girfec Delivery group and based upon implementation science. Over 100 C&FS staff briefed so far.
Strategic Planning Time	 75%	Dedicated strategic planning time has been interrupted by the immediate, often reactive requirements of the pandemic but the service has retained a focus on the priorities outlined in this plan. Going forwards, in accordance with improvement methodologies and in recognition of the findings of the recent CP inspection both the workforce and families will be closely involved in setting or refining the strategic direction.
Strategic Planning Review	 75%	Please see strategic planning time.
Shared Strategic Commitments	 100%	We have jointly developed with statutory and Third Sector partners the Tayside Plan for Children, Young People and Families; the priorities outlined in the City Plan; Our Promise for Care Experienced Children, Young People and Care Leavers; and the Child Protection Delivery Plan. These each outlined shared actions and include a focus on addressing inequalities and protecting children and young people from harm. In the recent Joint Inspection of Services to Children and Young People at Risk of

Action	% Progress	Notes & History Latest Note
		Harm, collaborative and supportive leadership were seen as strong.
Measure Actions	100%	The actions outlined form part of internal and partnership governance meetings, with lead managers clear on their respective responsibilities and accountabilities. The service works with teams and with other agencies to extend good practice, identify areas for improvement and develop or refine action plans.

Areas for Improvement

As the Senior Leadership Team for the service has experienced a number of changes over the last 12 months, they will work to progress the areas for improvement identified in this update. The team is also working with partners to develop responses to Scottish Government allocation of Whole Family Wellbeing Funding, which is required to be used for preventative whole family approaches which promote transformational change. The allocation of this funding is expected in June 2022, with an estimated £240k per year over the next 4 years. It is anticipated that it will be used to enhance management capacity to support the continued roll out and improvement of FORT and ANEW alongside the development of a Volunteer Strategy and work with the Health and Social Care Partnership to enhance targeted support to vulnerable parents/carers.

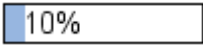
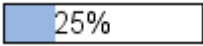
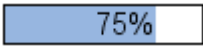
Community and Family Views

Action we have taken

The service has worked actively with the Hunter Foundation to implement a What Matters 2 U initiative with families in Lochee, with a view to learning from the approach and scaling it across the city. The approach involves both the workforce and local families engaging in Columba 1400 learning academies, to facilitate values-based leadership, enhance dialogue and promote co-designed support. Responses from both the workforce and families have been positive, with the former adopting more flexible approaches to meet individual needs and the latter developing improved confidence and capacity. Developments with a Community Learning Hub have been delayed but this approach towards engagement will similarly inform how multi-agency services are designed and delivered.

The Joint Inspection of Services to Children and Young People at Risk of Harm noted that families were overwhelmingly positive about respectful relationships between them and those providing support. In Community Justice, whilst Unpaid Work was severely impacted by the Covid-19 pandemic, a range of projects were nevertheless completed and recipients were 100% positive about the timeliness and quality of the work. Surveys completed with people being supervised under MAPPA also indicated that they were extremely appreciative of support.

Rows are sorted by Progress

Action	% Progress	Notes & History Latest Note
Evaluate and extend good practice	 10%	The authority pedagogy team continue to meet with the ROC team to share methodology, resources and improvement tools to ensure a collaborative, synchronised approach to supporting schools across the city with their EDLM projects. School Improvement Groups,(SIPs), meet twice termly to share progress, successes and challenges within their own School Improvement Group,(SIG). While there were challenges as a result of the COVID pandemic, HTs report, not only initial positive signs of positive outcomes in terms of the 3Ps for targeted learners, but they also report wider benefits such as improved relationship with families, deeper/clearer understanding of need and increased staff confidence, particularly support staff. Both effective practice and areas needing refinement within the project are shared at the EDLM strategy group, HT meetings and at SIG partnership meetings. An authority sharing event is planned for the end of the session.
GIRFEC communication	80%	Revised TATC and Named Person Guidance was launched in September 2021.
Pilot a Community Learning Hub model	 25%	There is a Community Hub Oversight Board in place and a Community Hub Project Implementation group who are taking forward an action plan to develop a pilot/phased approach to a Community hub approach in the Kirkton community with Baldrigon Academy and St Paul's RC Academy.
Increase joint Social Work and Teaching opportunities	 75%	In addition to GIRFEC training and trauma informed practice, a number of staff have also now attended Columba 1400 FCLAs. As we come out of the pandemic, further consideration is being given to the develop of joint city-wide and locality based leadership and management development.
Parenting Strategy	50%	The service contributed towards the development of a Tayside Parenting Strategy which now needs to be localised

Areas for Improvement

Progressing the development of a Community Learning Hub is a key priority over the next 12 months, in partnership with local communities. Following the Joint Inspection on Child Protection, the engagement of fathers in key processes and streamlining of advocacy services are also key priorities.

Improvement Action Plan

Here the author would pull all the areas for improvement into one table to identify what action they are planning to take and when it will be completed.

Action/PI Improved	Planned improvement activity	Target Completion Date
Extend and improve support to parents/carers	Localise and implement the Tayside Parenting Strategy	Develop plan by October 2022
Enhance information available to families on support	Develop and maintain a new family information website	Develop new website by November 2022
Retain capacity to focus on key priorities	Develop Strategic Equity Funding following SAC changes	Complete review by March 2023
Continue to improve attainment levels in primary and secondary	Develop and implement School Improvement Framework and Curriculum Guidelines	
Ensure all young people are protected from harm	Review approaches towards older young people at risk	Submit proposals in August 2022
Support children and young people's emotional health	Implement capacity building model with the Scottish Mental Health Foundation	Complete programme by March 2024
Improved school attendance in primary and secondary school	Implement Zero Based Design findings of approaches towards attendance	Implement from June 2022
Improve engagement participation	Implement and evaluate Mind of My Own and a Child Protection Charter	Evaluate from August 2022
Increase the capacity of internal foster carers	Carry out an external review of approaches towards recruitment, support and retention	Recommendations in October 2022
Improved understanding of qualitative outcomes	Implement a test for change based on Child's Plans and SMART objectives	Report on test of change in October 2022
Enhance support to people in the criminal justice system	Coordinate pandemic recovery in all interventions across the system	Quarterly reporting on progress to CJOIP
Enhance preventative support to families with additional needs	Work with The Alliance partners to implement plan, including WFWF funding	Update reports to Executive Board

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