

## ITEM No ...3.....

**REPORT TO:** CHILDREN AND FAMILIES SERVICES COMMITTEE – 9 DECEMBER 2019

**REPORT ON:** CHILDREN AND FAMILIES SERVICE IMPROVEMENT PLAN 2019-2022

**REPORT BY:** EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

**REPORT NO:** 403-2019

### **1.0 PURPOSE OF REPORT**

1.1 This report provides Elected Members with a summary of the first Children and Families Service Improvement Plan covering the period 2019-2022 (appendix 1). The plan has been informed by the outcomes of a Public Service Improvement Framework self-evaluation exercise involving managers and staff across the service. It describes progress made since the integration of Education, Children’s Social Work and Community Justice and outlines how the service will build on this through a consistent focus on key priorities and related actions. It focuses on holistic approaches which reduce inequalities and narrow the attainment gap.

### **2.0 RECOMMENDATIONS**

2.1 It is recommended that Committee Members:

- i. note progress made and approve the content of the first Children and Families Service Improvement Plan 2019-2022; and
- ii. request the Executive Director of the Children and Families Service to submit an update on the implementation of the plan in 12 months.

### **3.0 FINANCIAL IMPLICATIONS**

3.1 There are no immediate financial implications associated with the development of this plan which focuses all available resources on key priorities in order to maximise outcomes for children, young people and families.

### **4.0 MAIN TEXT**

4.1 In late 2018, the Children and Families Service carried out an extensive self-evaluation exercise using the Public Service Improvement Framework (PSIF). This involved consultation with managers and staff on what they considered to be key strengths and areas for improvement, alongside reference to existing regional and local strategic plans, initiatives and performance trends. The exercise highlighted a number of strengths in relation to leadership, service planning, staff support, partnerships with the statutory and third sectors, accessibility and involvement.

4.2 Understandably, the PSIF exercise also confirmed a number of areas for improvement, such as the further development of a locality based model for service delivery and clarifying expectations and responsibilities across the service to promote respective contributions towards transformational change. The involvement of managers and staff in jointly reaching these findings has been crucially important in the development of a shared service-wide response, which is now outlined in this first Improvement Plan covering the period 2019-2022. The plan outlines how we will build on achievements to date through a focus on 8 priorities:

1. **Early years** – we will build on positive nursery inspection results, initial progress in expanding early learning and childcare and improvements in children’s language and communication. Further actions outlined in the plan include support to nurseries to provide family learning opportunities and delivery of PEEP Learning Together programmes.

2. **Learning, attainment and achievement** – we will build on positive trends in respect of primary pupils achieving Curriculum for Excellence levels in literacy and numeracy and senior pupils achieving 5 or more qualifications at SCQF levels 5 and 6. Further actions include implementing a revised School Improvement Framework with a greater degree of targeted and proportionate support and challenge
3. **Health and wellbeing** – we will build on whole school approaches towards nurture and the provision of universal and targeted health and wellbeing support. Further actions include ensuring all schools have participated in relevant mental health training and extending the Anxiety in Motion (AIM) programme for targeted S1/2 pupils with mental health and wellbeing needs in all secondary schools.
4. **Inequalities** – we will build on progress made in the stability of placements, educational attainment and positive destinations for care experienced children and young people, along with specialist support for children with complex additional support needs. Further actions include extending the Breakthrough Mentoring scheme to post-school support and reviewing respite services
5. **Child protection** – we will build on the implementation of an Addressing Neglect and Enhancing Wellbeing (ANEW) programme and related initiatives alongside our immediate responses to risks. Further actions include scaling the ANEW programme and implementing a Transforming Public Protection Programme to improve the quality of chronologies, assessments and plans
6. **Community justice** – we will build on positive developments across the criminal justice system from Diversion from Prosecution through to the supervision of Community Payback Orders and support to short-term prisoners on release from custody. Further actions include expanding Bail Mentoring services as an alternative to remands and contributions towards the new Community Custody Unit
7. **People and resources** – we will build on the positive findings from the PSIF exercise relating to leadership, staff support and transformative change. This plan represents an important step in that process and further work will include ensuring a consistent understanding of and approach towards the GIRFEC model in localities
8. **Community and family views** – we will build on positive feedback from parents about schools and from the recipients of Unpaid Work. Further actions include clarifying the GIRFEC model to communities and families, piloting a Community Learning Hub and developing new approaches towards locality based planning and performance monitoring

These priorities are also consistent with and compliment those already outlined in the Tayside Plan for Children, Young People and Families 2017-2020 and the local City and Council Plans. Communication and implementation is being assisted by the ongoing coordination of service-wide improvement events, which focus on key themes. The progress made and range of improvement actions represent the significant contributions that have been and will continue to be made by the service to the city. In addition to an annual update, Elected Members will continue to receive more detailed updates on specific developments.

## **5.0 POLICY IMPLICATIONS**

- 5.1 This report has been subject to an assessment of any impacts on Equality and Diversity, Fairness and Poverty, Environment and Corporate Risk. There are no major issues.

## **6.0 CONSULTATIONS**

- 6.1 The Council Management Team have been consulted in the preparation of this report.

## **7.0 BACKGROUND PAPERS**

- 7.1 None.

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November 2019



**Dundee City Council  
Children and Families Service  
Improvement Plan 2019-2022**

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## Setting the Scene

### Introduction

The Dundee Children and Families Service was established in late 2015 by combining a former Education Department, a Children's Social Work Service and a Community Justice Social Work Service. As a single service, we consist of over 2,000 professional teaching, social work and support staff who work together alongside children, young people, parents, carers and other adults in their local communities and schools **to jointly focus on achieving our shared mission, values and vision:**



This is our first whole service plan and it outlines how we intend to achieve our ambitions in each of our early years settings, schools, social work teams and care placements. It is consistent with and supports the implementation of the Tayside Plan for Children, Young People and Families 2017-2020; the Dundee City Plan 2017-2026; the Dundee Council Plan 2017-2022; and the Dundee Community Justice Outcome Improvement Plan 2019-2020, all of which are **designed to improve life chances for all.**

## Legislative Requirements and Research

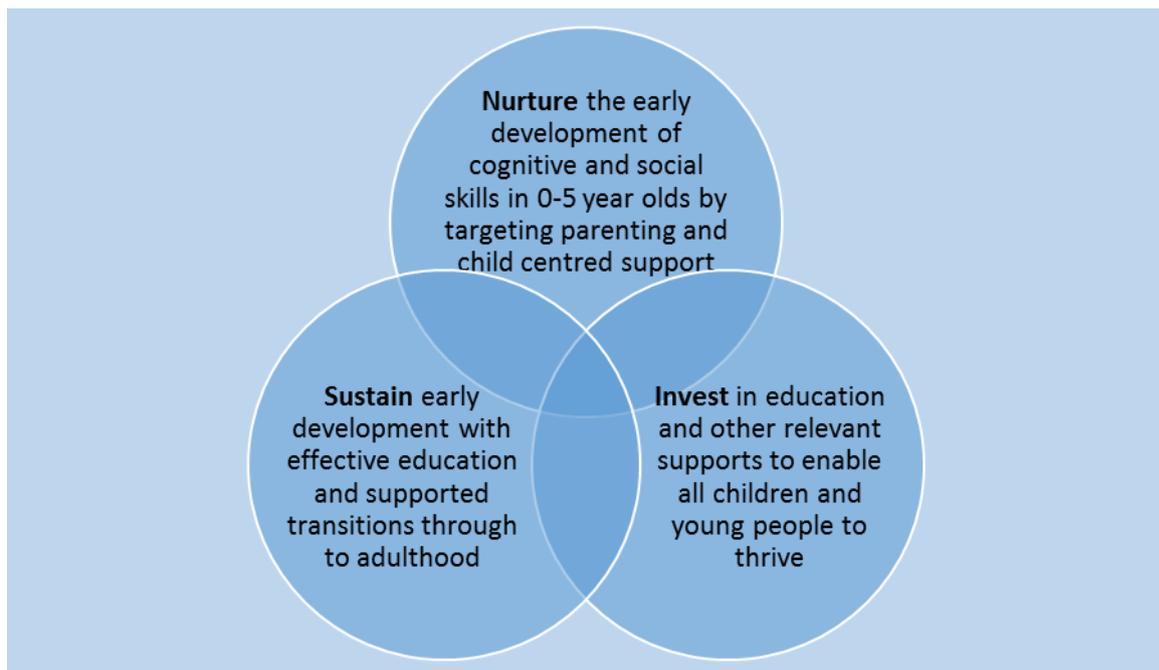
Our service works within a range of national policies and legislation designed to improve outcomes for children, young people, parents/carers and adults. These outline ambitions and requirements relating to the delivery of services and **share a number of common themes**, including a focus on prevention, the importance of targeting vulnerable groups, a need to effectively engage with children and young people, the delivery of person-centred support and reducing inequalities. Some examples are:

<b>Report on the Future Delivery of Public Services</b>	Promotes collaboration between public, private and third sector partners and local communities to co-design services which prioritise prevention, focus on key priorities, reduce demands and make best use of all resources
<b>National Performance Framework 2016</b>	Outlines high level national targets for children and young people, including attainment, mental and physical health and positive destinations after leaving school. The framework also includes a focus on reducing re-conviction rates
<b>National Standard for Early Learning and Childcare Principles and Practice 2018</b>	Promotes the importance of quality in ELC. A new National Standard includes a set of quality criteria, recognising that ELC is fundamentally about improving the experience of young children.
<b>Children and Young People (Scotland) Act 2014</b>	Includes a requirement for Local Authorities and NHS Boards to prepare, implement and report on a children's services plan. The Act expands ELC and includes a key focus on Looked After Children and Care Leavers
<b>Education (Scotland) Act 2016</b>	Introduces measures to improve educational attainment, narrow an attainment gap between certain groups of children, give children a voice in matters that affect them and extend the rights of children with additional support needs
<b>Additional Support for Learning (Scotland) Act 2004</b>	Outlines the responsibilities of local authorities and rights of parents and children in relation to the identification, assessment and provision to meet additional support needs.
<b>Carers (Scotland) Act 2016</b>	Creates new duties to identify young carers, offer them a statement which outlines whether they have any additional needs and provide them with planned support designed to meet to meet those needs
<b>Criminal Justice (Scotland) Act 2011</b>	Introduces a presumption against short-term prison sentences of 3 months or less and a single community sentence in a Community Payback Order to which up to 9 conditions can be attached, including supervision and unpaid work

In particular, the service is informed by the principles of the **United Nations Convention on the Rights of the Child (UNCRC)** and **Getting It Right For Every Child (GIRFEC)**, which emphasise the importance of tackling needs early before problems escalate; ensuring services are based on a proper understanding of the wellbeing of the child; placing children at the centre of decision making; delivering proportionate support; and ensuring children, young people, parents and services work together in a coordinated way. This is illustrated below:



The service is also informed by research on effective practice, which corresponds with policies and legislation and illustrates that by focusing on the early years of a child's life to develop their cognitive and social skills, then maintaining relevant support as they move through primary and secondary school, we are much more likely to help them to become confident and capable adults. We believe that, in the longer-term, this should have **positive social, economic and personal effects across generations**. This is also illustrated below:



**The Chief Education Officer and Chief Social Work Officer** for the city have key leadership roles within the service. The Chief Education Officer has statutory responsibilities relating to professional leadership and standards in early years settings, primary schools and secondary schools. The CSWO has statutory responsibilities relating to all social work services for children, young people and vulnerable adults, including services delivered by the Health and Social Care Partnership and wider Protecting People arrangements.

Going forwards, we know that change is constant and we are committed to responding to and exploring **future developments, requirements, challenges and opportunities**. This will include joint work with partners both across Tayside and within Dundee; building on the work of the Fairness Commission under the Child Poverty (Scotland) Act 2017; new legislation on domestic abuse; and even the implications of Brexit relating, for instance, to the access of some children, young people and families to available support.

### Demographic Information

The latest census figures show that out of a total population of 148,300 people in Dundee, there are currently 26,803 children and young people aged 0-17 years. This consists of 9,478 0-5 year olds; 9,031 6-11 year olds; and 8,294 12-17 year olds. It is estimated that the total population will rise by 0.7% by 2026, with a 3.7% increase in the numbers children and young people aged 0 to 15. **Here are some key issues** experienced by children and young people across the city:

<b>Poverty</b>	Over 43% of children and young people live in the most deprived areas of Scotland and only 15% in the least deprived
<b>Infants</b>	Over 22% of children do not reach all of their developmental milestones at the time of their 27-30 months review
<b>Early years</b>	Over 10% of parents report that their children aged 3-8 experience poor behavioural development
<b>Substance misuse</b>	Over 40% of young people aged 11-15 years report using substances in the previous 12 months
<b>Mental health</b>	Over 10% of young people aged 9-15 experience poor emotional wellbeing. This trend is more strongly expressed in teenage girls
<b>Healthy weight</b>	Over 13% of children and young people are at risk of being overweight and 10% are at risk of obesity
<b>Domestic abuse</b>	Over 40% of children on the Child Protection Register have experienced domestic abuse
<b>Offending</b>	The most common characteristics of adults in the criminal justice system are mental health and substance misuse problems

We know that **each of these issues can have a marked impact** on the health, wellbeing and development of children and young people. This includes risks to and from children and young people, with around 120 children and young people becoming newly Looked After each year; over 500 children and young people currently Looked After; 115 placed on the Child Protection Register every year; and typically around 75 on the Child Protection Register at any given time.

### Funding

In 2019-2020, the **total budget for our service from all funding streams will be £167,933,000**. This includes core funding and additional Pupil Equity Funding, Scottish Attainment Challenge funding and Scottish Government funding to support the expansion of early year services, along with a separate ring-fenced grant for the Community Justice Service. A more detailed outline of how this funding is spread across various areas of the service is provided in the table below:

<b>Service Area</b>	<b>Revenue Budget 2019-2020</b>
<b>Nursery</b>	£10,970,000
<b>Primary</b>	£48,481,000
<b>Secondary</b>	£51,331,000
<b>Specialist</b>	£11,111,000

<b>Education other than at schools</b>	£1,594,000
<b>Education support services</b>	£3,992,000
<b>Children's Services</b>	£35,365,000
<b>Community Justice Service</b>	£4,907,000
<b>Total</b>	£167,933,000

In recent years, the economic climate and some demographic change have created significant challenges but this has also provided **opportunities for us to review how we work** jointly with key partners, involve communities, focus on priorities and deliver services which we know are more likely to make a positive difference. We know that we always need to use funding efficiently, effectively and economically and sometimes either remove services, alter the way they are provided or change who they are delivered by.

### Services Provided

**Our funding provides a very broad range of services from pre-birth through to adulthood.** This includes services to pregnant women; teaching and support in nursery, primary, secondary and specialist schools; families with children with a disability; child protection; looked after children; continuing care; aftercare for care leavers aged up to 26 years; and community justice services for people in the criminal justice system. In doing so, we work with other parts of the City Council and a range of national, regional and local partners.

### Priorities and Objectives

In the context of legislative requirements, research on effective practice, local demographic factors and available resources, we have set eight key priorities and objectives which we believe are **likely to have the greatest direct or indirect impact on improving outcomes**. We are ensuring that all aspects of the service are consistently focused on each of these areas in order to build on progress in them all. The table below confirms our priorities and related objectives:

<b>Early Years</b>	Children will have the best start in life, they will be listened and responded to, cared for and supported to learn in nurturing environments
<b>Learning, Attainment and Achievement</b>	Children, young people and families will be meaningfully engaged with high quality learning experiences and extend their potential
<b>Health and Wellbeing</b>	Children and young people will be physically, mentally and emotionally healthy and resilient and safe
<b>Inequalities</b>	Children and young people who experience particular inequalities and disadvantage will achieve comparable outcomes to others
<b>Child Protection</b>	Children and young people will be safe and protected from harm at home, school and in the community
<b>Community Justice</b>	Children and young people and adults in the justice system will be provided with relevant and proportionate support to reduce reoffending.
<b>Staff</b>	Staff feel valued and supported in their work; that their work is meaningful and purposeful; and that they are involved in developments
<b>Communities and Families</b>	Communities and families feel respected and valued; that they have access to support; and that they can contribute towards developments

In the following section of this plan, we outline what we have already been doing to achieve these objectives, the extent to which this is having an impact and some key challenges going forwards. In the final section, we outline how, based on this analysis, we intend to accelerate improvements. We refer to **Local Government Benchmark Framework (LGBF) indicators to compare** how we are

doing with national averages and with areas with similar demographic profiles. We have used this to inform ambitious targets.

### Achievements, Trends and Challenges

Over the last few years, there have been **a range of positive developments across all services** which have either led to demonstrable improvements in outcomes or, based on research, have the potential to improve outcomes in the longer-term. We know there have also been some areas where we have not improved at the required pace or scale. The table below provides a brief summary of both strengths and areas which we believe require more focused attention over the coming year:

Priorities	Achievements and Trends	Challenges
Early Years	<p><b>External Validation</b></p> <p>During 2017/18, 95% of Local Authority nurseries inspected by the Care Inspectorate received grades of good or above, 77% received grades of very good or above and 9% received grades of excellent.</p> <p><b>Expansion of ELC to 1140 hours</b></p> <p>Currently 5 Local Authority nurseries are offering 1140 hours. By August 2019 a further 10 nurseries will offer 1140 hours</p> <p><b>Improving Children’s Language and Communication</b></p> <p>Data trends show two Speech and Language programmes used as part of the Attainment Challenge in 16 nurseries are having a positive impact on information, grammar and listening.</p> <p><b>The Peep Learning Together Programme (LTP)</b></p> <p>469 sessions were delivered across the city; 14 LA nurseries delivered Peep programmes; and 533 families participated in these programmes.</p> <p><b>Play on Pedals</b></p> <p>100% of Local Authority Nurseries are embedding Play on Pedals. Significant numbers of children are learning to ride a</p>	<p>Maintaining this level of quality during expansion from 600 hours of funded ELC to 1140 hours by August 2020. Ensuring all Funded Providers are on track to meet the new ELC National Standard by 2020.</p> <p>Ensuring high quality ELC during the expansion phase; workforce recruitment meets the requirements of the Service; and infrastructure is fit for purpose and on track within agreed timeline.</p> <p>Sustaining and evidencing improvement in the 16 phase one and two nurseries and evidencing improvement in phase 3 nurseries beginning October 2019.</p> <p>Ensuring each nursery has a trained member of staff</p> <p>Continuing to ensure relevance for families and monitoring impact through improvement methodology</p> <p>Extending to involve more families borrowing resources for use at</p>

Priorities	Achievements and Trends	Challenges
	bike in nursery.	home and in the community.
<b>Educational Attainment</b>	<p>A four year positive trend of the percentage of primary pupils achieving their expected Curriculum for Excellence level in both literacy and numeracy.</p> <p>A six year trend of general improvement in senior phase attainment including 5 or more qualifications @ SCQF levels 5 and 6 and the overall average tariff score.</p> <p>An overall five year positive trend in the percentage of school leavers entering an initial positive destination.</p> <p>Supported by activity from the Senior Phase Curriculum Review Group, secondary schools have successfully extended the richness and diversity of the curriculum offer to pupils in aspects including Foundation Apprenticeships and s vocational awards.</p>	<p>In striving for excellence and equity in children/young people's attainment, continue to improve attainment levels in all areas with a continued focus on literacy, numeracy, health and wellbeing and school leavers' qualifications.</p> <p>Continue to improve the quality and consistency of learning and teaching across all establishments.</p> <p>Improve the quality of assessment and moderation practices across all establishments and parity of professional judgements and understanding regarding achievement of Curriculum for Excellence levels.</p>
<b>Health and Wellbeing</b>	<p>Children and young people in nursery and school communities participate in a wide range of universal and targeted HWB interventions. Whole school approaches to Nurture are in place in almost all schools and our Children's Houses and well embedded within nurseries.</p> <p>Where this is being implemented well, inspection and QI findings indicate that it is having a positive impact on outcomes for children and young people.</p> <p>Targeted interventions designed in collaboration with the Voluntary Sector and NHS Tayside are leading to improvements in attainment, engagement and participation for young people with anxiety and mental health needs.</p>	<p>Measures of Health &amp; Wellbeing are not yet robust enough for us to be confident about where there are improvements in children and young people's wellbeing. Work is underway with CELCIS to find reliable measures and Dundee is a pilot site for the national HWB census.</p> <p>Mental health and wellbeing pathways are not clear enough.</p> <p>Ensuring that a Parental Engagement Strategy includes a focus on support for families in their responsibilities for their child's health and wellbeing.</p>
<b>Inequalities</b>	We have led on the	The number of Looked After

Priorities	Achievements and Trends	Challenges
	<p>development of a Corporate Parenting Plan, the number of Looked After Children is reducing, fewer are in external residential placements, placements are more stable, we have implemented a mentoring programme in schools, we have developed an engagement and participation strategy, children's houses receive good/very good inspection grades and we are signatories to the Care Leavers Covenant.</p> <p>Our specialist provisions, services and pathways, delivered in partnership with NHS Tayside and the Voluntary Sector, are improving multidisciplinary outreach support and signposting to nursery and school communities to build their capacity and ensure accessibility. We are piloting more meaningful benchmark measures for those with Complex ASN in order to recognise the progression they are making.</p>	<p>Children still remains proportionately higher than other areas; educational attainment and positive destinations are lower than other pupils; there are difficulties in recruiting foster carers; and care leavers aged 18-26 years face particular challenges relating to their mental and physical health, accommodation and longer-term employability which can proceed into longer-term adulthood.</p> <p>The number of children and young people being supported within our communities with complex additional support needs/disabilities has increased steadily over the last 5 years and places inevitable demands on resources.</p> <p>Attainment and attendance data for children and young people with additional support needs is lower than for others, with many having social, emotional and behavioural needs affected by adverse childhood experiences.</p> <p>For a small but significant number of children and families with complex care and educational needs, integrated respite provision is not resilient enough leading to the risk of external placements.</p> <p>Transitions to adult life for some young people with complex ASN, including mental health, continue to present a challenge.</p>
<b>Child Protection</b>	<p>We are focusing on preventing children and young people from being in need of formal child protection measures or becoming looked after through a range of initiatives. This includes an Addressing Neglect and Enhancing Wellbeing Programme; a What Matters 2 U programme; work on Team Around the Child arrangements; and a Fast Online Referral Tracking (FORT) system.</p> <p>Our immediate response to concerns processes about</p>	<p>Our Multi-Agency Screening Hub (MASH) continues to receive a high number of referrals which do not result in Social Work interventions and a growing number relate to concerns about internet usage, inappropriate sexual behaviour or physical chastisement.</p> <p>We need to improve the ways we</p>

Priorities	Achievements and Trends	Challenges
	<p>significant risk of harm are good, especially regarding infants and unborn babies.</p> <p>The rate of children and young people on the Child Protection Register has been consistently lower than other areas and fewer are becoming re-registered after 12 months.</p>	<p>can qualitatively demonstrate how Child Protection interventions improve the lives and life chances of children and young people, including improved outcomes and illustrations of positive experiences of care and support.</p>
<b>Community Justice</b>	<p>Social work, Police, NHS Tayside and Third Sector are co-located in a multi-agency hub at Friarfield, providing a service that aims to reduce re-offending through co-ordinated support.</p> <p>As part of a whole system approach to youth and criminal justice, more people are being Diverted from Prosecution; fewer are entering secure care or receiving short-term prison sentences; and more are successfully completing Community Payback Orders.</p>	<p>The extension of the presumption against short-term sentences from 3 to 12 months is likely to increase the number of people subject to a Community Payback Order. As this group is likely to have significant issues relating to substance misuse, mental health, housing and employability, we will need to continually work with partners to ensure their needs are met and risks are affectively addressed.</p>
<b>Staff Views</b>	<p>In late 2018, we carried out an extensive staff consultation exercise using the Public Service Improvement Framework (PSIF). A mixed group of respondents highlighted a number of strengths in relation to leadership; service planning; staff support; partnerships with statutory and Third Sector services; accessible services; involving service users such as care experienced children; and results.</p>	<p>The PSIF survey also highlighted a number of areas for improvement, including the further development of a locality based model for service delivery; clarifying expectations and responsibilities across the service in relation to respective contributions towards transformational change; deploying all resources efficiently and effectively; reviewing performance management processes; and aligning financial and strategic planning.</p>
<b>Community Views</b>	<p>The recipients of Unpaid Work are invariably positive about the quality of work carried out.</p>	<p>We need to work alongside partners to more systematically collate, analyse and respond to the views of the community in respect of all the services we deliver. We aim to improve parental satisfaction with school engagement.</p>

## Our Plan for Improvement

### 1. Early Years

#### Key Aims

To work alongside and provide support to families with children from pre-birth to 5 years in order to improve their health and wellbeing

To develop and deliver high quality, flexible early learning and childcare provision for 3-5 year olds and eligible two year olds across the city

To develop ways to support speech, language and communication capacity, including inclusive communication with children, young people and parents

To improve the support and inclusion of children and young people with a disability or complex needs

Establish an Early Years/ASN Pathway to ensure that the right children and their families get the right support at the right time.

#### What we intend to do

We will roll out the Solihull approach for all staff who work in early years across Tayside (cross sector) with the support of the Solihull Co-ordinator.

We will support all nurseries to provide family learning opportunities for families to understand the impact of their involvement in their child's learning.

We will continue to train and support staff to deliver and monitor the impact of PEEP Learning Together programmes and the PEEP Progression Pathway

We will implement the Funding Follows the Child Policy underpinned by the ELC National Standard including the procurement and contracting of providers onto a new framework.

We will extend eligible children's entitlement to high quality ELC to 1140 hours by August 2020, including through recruitment and new fit for purpose buildings.

We will develop and deliver a series of professional development sessions for new and existing staff in all sectors of ELC.

We will extend the Leadership Programme for all Early Years Middle Managers to increase capacity.

We will involve a further group of nurseries in the Attainment Challenge project with Speech and Language Therapists, using the same pre and post measures.

We will implement a Tayside Parenting Strategy with the support of a Tayside Parenting Strategy Development Officer.

**We will work with local IT to develop a local option for the Dundee Children and Families Information Service.**

We will improve Permanence and Adoption processes following the national PACE programme.

We will establish an Early Years Additional Support Needs pathway to ensure children and their

families receive the right support at the right time.

**Impact of what we intend to do 2019-2022**

	<b><u>Baseline</u></b>	<b><u>Target</u></b>
Increase the number of 1140 hours nursery places. (CP)-	556 (2018/19)	2,811 (2019/20)
Increase the percentage of eligible two year olds taking up their nursery place. (TP)	22% (2016/17)	27% (2021/22)
Improve the number of LA ELC settings achieving CI grades of good or above (LGBF)	86% (2017/18)	95% (2018/19)
Increase the percentage of children meeting all of their developmental milestones at their 27-30 month review (TP, LGBF, NIF)	76% (2016/17)	80% (2019/20)

<b>2. Learning, Attainment and Achievement</b>		
<b>Key Aims</b>		
To ensure that all of our children and young people, regardless of their circumstances, will be successful learners, confident individuals, effective contributors and responsible citizens		
To identify and provide extra relevant and proportionate support to children and young people at risk of not achieving their potential		
To support children and young people through transitions from primary to secondary school and from secondary school to Further/Higher education, training and employment		
To enable families to be active and healthy through a range of opportunities relating to play, exercise, sport and nutrition		
To provide families with easier access to a range of relevant services which also strengthen their links with and involvement in schools		
To reduce the number of children and young people who require to be formally Looked After by the local authority		
<b>What we intend to do</b>		
We will work with schools to ensure the consistent delivery of high quality learning and teaching in all establishments		
We will extend universal and targeted Career Long Professional Learning opportunities to all staff including pedagogy and leadership development		
We will review and implement a revised School Improvement Framework including a greater degree of targeted and proportionate support and challenge for schools		
We will implement Dundee's Attainment Challenge plan for raising attainment and closing outcome gaps as outlined in the Scottish Attainment Challenge delivery plan		
We will ensure full implementation of GIRFEC in line with the GIRFEC Delivery Group plan		
We will review and improve the learning estate including through community hubs and where appropriate collaborative improvements with Angus and Perth & Kinross Councils		
We will introduce and implement a single schools plan for improving educational outcomes and improved attainment.		
We will extended benchmarking activities with other local authorities to inform service improvement, including across the Tayside Regional Improvement Collaborative.		
<b>Impact of what we intend to do 2019-2022</b>		
Increase the percentage of primary school children (P1, 4, 7 combined) achieving their expected Curriculum for Excellence in literacy. (NIF)	<b>Baseline</b> 65% (2017/18)	<b>Target</b> 73% (2019/20)

Increase the percentage of primary school children (P1, 4, 7 combined) achieving their expected Curriculum for Excellence in numeracy. (NIF)	74% (2017/18)	76% (2019/20)
Increase the percentage of school leavers attaining literacy and numeracy at SCQF level 5 or better. (CP, TP)	54% (2017/18)	64% (2019/20)
Increase the overall average tariff score (CP, LGBF)	686 (2017/18)	875 (2019/20)
Increase the average tariff score for pupils in deprived areas (CP, TP, LGBF)	484 (2017/18)	750 (2019/20)
Improve attendance rates at school. (CP, LGBF)	92% (2016/17)	94% (2019/20)
Increase the percentage of school leavers entering a positive destination (CP, TP, LGBF)	91.5% (2017/18)	93% (2019/20)

<b>3. Health and Wellbeing</b>		
<b>Key Aims</b>		
To improve the mental health, wellbeing and resilience of children and young people through early advice, support and education.		
To improve physical and mental health through increased participation in play, physical activity and sport alongside healthier food choices.		
To increase the number of schools planning a progressive programme of learning on substance misuse with partners.		
<b>What we intend to do</b>		
We will implement the actions and priorities in a Health and Wellbeing Strategy and Action Plan including PEPAS; Active Schools; Nutritional Guidelines; Anti-Bullying; Growth Mindset		
We will raise awareness of Adverse Childhood Experiences with partners and wider school communities.		
We will further implement and embed the nurturing and trauma-informed approaches framework in all schools and care placements		
We will ensure all schools have participated in relevant mental health training for all teaching and support staff.		
We will extend the Anxiety in Motion (AIM) programme within all secondary schools to support attainment of targeted S1/2 young people with mental health and wellbeing needs.		
We will establish a range of health and wellbeing measures to help us to understand the impact of additional supports		
We will support schools to increase the number using play and outdoor learning interventions to improve children's social and emotional wellbeing		
We will contribute to the development and implementation of regional strategies, such as on Parenting, Mental Health, Substance Misuse and Child Healthy Weight		
<b>Impact of what we intend to do 2019-2022</b>		
	<b><u>Baseline</u></b>	<b><u>Target</u></b>
<b>Baseline measures to be established for the following:</b>		
<b>Number of schools with increased physical activity, including Daily 15</b>		
<b>Number of schools achieving school sport award</b>		
<b>Number of schools providing family cooking and gardening programmes</b>		
<b>Number of schools completed Nurture and Trauma-informed training</b>	<b>32</b>	<b>43</b>
<b>Number of pupils in S1/2 supported by AIM for Schools</b>	<b>175</b>	<b>225</b>
<b>Number of schools implementing nutritional guidelines</b>		
<b>Number of secondary schools engaged in the Mentors in Violence Programme</b>		

#### **4. Inequalities**

##### **Key Aims**

To contribute towards reducing child poverty with a particular focus on vulnerable groups and an emphasis on income maximisation and wider holistic support

To ensure that Looked After Children and Young People are placed with local carers where they retain ties with their local community and school

To ensure that Looked After Children are cared for in high quality kinship, foster, children's home and external residential environments

To increase the attendance and attainment of Looked After Children and positive destinations after leaving school

To listen to Looked After Children and Care Leavers and parents/carers and ensure they can contribute to and challenge both their own plans and relevant wider service developments

To ensure that young people who have committed offences receive timely, relevant and proportionate support

To ensure that families with children who have a disability have access to high quality respite services which meet their needs.

To increase the accessibility of the communication, curriculum and physical environment in schools to include diverse range of pupils' learning and communication needs.

To ensure that transitions for young people with complex needs, including mental health, are person-centred, timely and lead to positive destinations.

To improve attainment for children and young people who have additional support needs, including those with protected characteristics.

To increase the diversity of attainment & achievements gained at primary and secondary school

##### **What we intend to do**

We will implement and monitor Breakthrough Mentoring for Looked After Children in all 8 secondary schools and Rockwell Learning Centre, including post-school destinations.

We will develop nurturing approaches in all Looked After Children placement settings including kinship care, foster care, children's houses and external residential placements

We will build the capacity of local placements for Looked After Children and those in Continuing Care, including children's houses and recruiting more foster carers

We will carry out a review of respite services in partnership with Angus and Perth and Kinross Councils, NHS Tayside and parents/carers for families of children with a disability

We will ensure Transition Plans are in place for all Looked After Children when leaving Primary School and Secondary School

We will implement a Charter for Looked After Children which outlines a range of principles and commitments to their health, wellbeing and attainment

We will develop and implement an action plan covering the 6 pillars of effective practice outlined in the Care Leavers Covenant

We will carry out a regional review of advocacy services in partnership with Angus and Perth and Kinross Councils

We will improve opportunities available to care leavers to enter further/higher education, training and/or employment

We will fully implement an Engagement and Participation Strategy for Looked After Children and Care Leavers

We will maintain the effectiveness of a whole systems approach for young people who have committed crimes, from early and effective interventions through to community sentences

We will conclude accreditation of Enhanced Support Areas in remaining schools in order to increase the accessibility of the communication, curriculum and physical environment.

We will continue to increase the breadth of awards achieved at SCQF level 2 and above in secondary schools.

We will design and implement Differentiation and Autism modules within the ESA Accreditation Framework, aligned to the Addressing Barriers To Learning framework.

We will measure the impact of the Accessibility and Inclusion Service to provide a learning and teaching service for certain children, young people and their families

We will continue to provide training for Senior Learning & Care Practitioners (LCAs) and other support staff to ensure that all accessibility needs are met e.g. moving and handling.

**Impact of what we intend to do 2019-2022**

	<u>Baseline</u>	<u>Target</u>
Increase the percentage of looked after school leavers attaining literacy and numeracy at SCQF level 4 or better. (CP, TP)	60% (2017/18)	78% (2019/20)
Increase the percentage of looked after school leavers entering a positive post-school destination (CP, TP)	87% (2017/18)	91% (2019/20)
Reduce the exclusion rate (exclusions per 1,000 pupils) for looked after children <sup>1</sup> (CP, LGBF)	112 (2016/17)	71 (2019/20)
% of children being looked after in the community in family based placements (LGBF)	88% (2017/18)	89% (2019/20)
% of Looked After Children with more than 1 placement in the last year (LGBF)	25% (2017/18)	21% (2019/20)
Increase in the % of pupils with ASN gaining N4-Higher	60%	70%
Increase in the number of pupils with ASN gaining awards at National 1-3	185	215
Increase in the number of pupils with ASN participating in local sports activities	400	500
Further reduce the exclusion rate of pupils with ASN	68.5	45.5
Increase the attendance rate of pupils with ASN	88.7%	92%
Increase in the positive destinations for leavers with ASN	87%	91%

<sup>1</sup> As measured using local data.

## 5. Child Protection

### Key Aims

To identify and provide early support to children and young people at risk of significant harm from others or to themselves or others

To keep children and young people safe within their own families with positive and supportive relationships and attachments to their parents, carers and siblings

To protect children and young people considered to be at risk of significant harm from others, to themselves or to others, including in respect of the internet

To actively listen to children and young people in child protection systems and ensure they can contribute towards and challenge their own plans and wider developments

### What we intend to do

We will implement new approaches towards prevention and early intervention, including ANEW, What Matters 2 U, FORT and TATC arrangements

We will ensure all referrals to a Multi-Agency Screening Hub are assessed timeously and effectively, including follow-up actions in both universal and targeted services

We will implement consistent approaches towards internet safety and bullying in all schools and Looked After Children placements

We will deliver a voluntary early intervention domestic abuse programme and a statutory Caledonian Programme to male perpetrators of domestic abuse

We will implement a Transforming Public Protection Programme (TPPP) to improve practice in chronologies, assessments, plans and quality assurance

We will review commissioned services to ensure they are appropriately focused on key priorities relating to vulnerable families

We will develop and implement processes to systematically obtain and where appropriate act on the views of parents/carers and children and young people

We will develop a parenthood project alongside the Scottish Prison Service/Education Scotland

We will further engage schools in the Mentors in Violence Programme to reduce violent incidents

### Impact of what we intend to do 2019-2022

	<b>Baseline</b>	<b>Target</b>
Increase the percentage of audited social work files with chronologies in place (CPP)	64% (Q3 18/19)	95% (2019/20)
Increase the percentage of audited Child's Plans judged good or better (CPP)	42% (Q3 18/19)	95% (2019/20)
Increase the percentage of audited assessments judged good or better (CPP)	71% (Q3 18/19)	90% (2019/20)
Reduce the percentage of children and young people re-registered within 18 months(CP, LGBF)	11% (Q3 18/19)	5% (2019/20)

**We will also assess our impact based on the new national indicators within the "National Child Protection Dataset", which is currently under development.**

<b>6. Community Justice</b>
<b>Key Aims</b>
<p>To implement a range of interventions across the youth and criminal justice systems from Diversion from Prosecution through to Community Payback Orders and Resettlement</p> <p>To ensure that the needs and risks presented by people who offend are properly assessed and addressed in order to help them to rehabilitate and reduce re-offending</p> <p>To reduce the number of people receiving short-term prison sentences through robust community based alternatives</p> <p>To deliver Unpaid Work projects in agreed placements across the city and ensure that recipients are satisfied with the work</p>
<b>What we intend to do</b>
<p>We will work in partnership with the Crown Office to increase the number of people Diverted from Prosecution</p> <p>We will provide specialist services for young people aged 16-17 years appearing in the Sheriff Court for sentence</p> <p>We will invest in Bail Mentoring to ensure that supported Bail is available to the Sheriff Court as an alternative to remand.</p> <p>We will provide a service to the Sheriff Court for Dundee and North East Fife in respect of people being considered for or sentenced to a community based intervention.</p> <p>We will provide targeted interventions to people with specific needs, such as substance misuse and mental health</p> <p>We will deliver accredited group work programmes to people assessed as medium to high risk of harm having committed sexual or domestic abuse offences</p> <p>We will work in partnership with NHS Tayside, Police Scotland, the Scottish Prison Service and other partners to supervise and monitor Registered Sex Offenders</p> <p>We will work with the Scottish Prison Service and other partners in the development of a new Community Custody Unit for women</p> <p>We will work with the Scottish Prison Service to develop effective resettlement from custody</p> <p>We will implement, monitor and analyse an outcomes framework to monitor the progress of people receiving services and use this to inform improvements</p> <p>We will carry out twice yearly case file audits using the Care Inspectorate audit tool and use the findings to learn and inform required service improvements</p>
<b>Impact of what we intend to do 2019-2022</b>

<b>Measure</b>	<b>Baseline</b>	<b>Target</b>
Increase the number of adults commencing Voluntary Assistance	146 (2017/2018)	160
Increase the number of 16-20 year olds taking up Voluntary Assistance	10 (2017/2018)	15
Reduce Custody as a main outcome of a CJSW report	213 (2017/2018)	200
Increase successful completion rates for CPOs (also in the LOIP)	81% (2017/2018)	82%
Increase the number of Diversion cases completed successfully	55 (2017/2018)	75
Reduce the Reconviction rate	27.2% (2015/2016)	26%
Reduce the average number of Reconvictions per person committing offences	0.46 (2015/2016)	0.4
Increase the number of Drug Treatment and Testing Orders	5 (2017/2018)	8
Increase the percentage of successful DTTO completions	29% (2017/2018)	35%
Reduce the percentage of RSOs managed under MAPPA who re-offend in a year	tbc	tbc
Maintain the percentage of recipients satisfied with UPW placements	100%	100%
Increase the percentage of those on UPW satisfied with the support provided	80%	85%

<b>7. People and Resources</b>
<b>Key Aims</b>
<p>To embed partnership working within and beyond the Children and Families Service in order to promote a one-team culture</p> <p>To embed a shared vision, values, expectations and responsibilities both internally and with key partners across the city</p> <p>To ensure all staffing resources are appropriately deployed to meet priorities and ensure the health and wellbeing of staff is not put at risk</p> <p>To develop performance management processes at service and team levels which reflect the vision, values, expectations and responsibilities of the service</p> <p>To ensure strategic and financial planning priorities and processes are aligned with service delivery decision making</p>
<b>What we intend to do</b>
<p>We will promote understanding of Dundee's GIRFEC model to ensure there is consistency of approach</p> <p>We will strengthen shared strategic commitments with NHS Tayside and community planning partners</p> <p>We will routinely measure our actions outlined in this plan against our shared vision, values and priorities</p> <p>We will ensure strategic planning time is effectively allocated within teams and reflected in team and individual development plans</p> <p>We will implement a consistent approach towards the training and development of leaders, including the management of change</p> <p>We will build professional capacity by protecting time to hold regular formal / informal support meetings</p> <p>We will complete a Risk Register, implement safe systems of work and allocate resources accordingly</p> <p>We will review processes for strategic planning and performance management/improvement</p>
<b>Impact of what we intend to do</b>
<p>The development of a locality model involving the delivery of integrated services towards a single shared vision, using relevant information to inform priorities and targeting resources, will both promote better direction, capacity and support for teams and improve outcomes for children, young people and families.</p>
<b>8. Communities and Family Views</b>
<b>Key aims</b>
<p>To ensure that services are understood and can be accessed by children, young people and families when required</p> <p>To ensure that the current and future needs of children and families in Dundee are known and understood</p> <p>To ensure that families have opportunities to be involve in the design and delivery of services, that they provide positive feedback and we address concerns appropriately</p>
<b>What we intend to do</b>

We will clarify and communicate the GIRFEC model for Dundee to local communities and families

We will pilot a Community Learning Hub model and share the learning across the city in other schools

We will increase joint Social Work and Teaching joint professional learning and development opportunities

We will evaluate practice in order to celebrate and extend good practice and address areas for improvement

We will develop new approaches towards locality based planning with an emphasis on the involvement of local schools, teams and communities

#### **Impact of what we intend to do**

<b>Measure</b>	<b>Baseline</b>	<b>Target</b>
Percentage of primary school parents who are satisfied with how the school engages with them	66% (2018/19)	75% (2019/20)
Percentage of secondary school parents who are satisfied with how the school engages with them	44% (2018/19)	67% (2019/20)

#### **Summary**

In this first Children and Families Service single plan, we have outlined our shared mission, values and vision for services across the city. We have explained how we have arrived at our priorities, how we have made progress and how we will continue to improve services to benefit children, young people, parents/carers and other adults. Going forwards, we will routinely measure our impact and **involve all stakeholders in designing and delivering** a shared approach.