

**REPORT TO: CITY GOVERNANCE COMMITTEE – 4 SEPTEMBER 2023**

**REPORT ON: CHILDREN AND FAMILIES SERVICE IMPROVEMENT PLAN 2023-27**

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

**REPORT NO: 185-2023**

## **1.0 PURPOSE OF REPORT**

This report provides the City Governance Committee with a summary of the new Children and Families Service Improvement Plan 2023-27 (Appendix 1). This plan builds on previous achievements across the service and describes how all Early Learning and Childcare settings, Schools and Children’s and Justice Social Work teams will contribute towards the priorities in the Council Plan 2022-27 and the City Plan 2022-32. In the context of the United Nations Convention on the Rights of the Child, the Independent Care Review and Excellence and Equity, it focuses on addressing inequalities in health, wellbeing and attainment.

## **2.0 RECOMMENDATIONS**

It is recommended that the City Governance Committee:

- approves the priorities and related actions outlined in the Improvement Plan; and
- 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 as it is considered that all priorities and related actions can be progressed from current resources.

## **4.0 MAIN TEXT**

- 4.1 The Children and Families Service Improvement Plan 2023-27 has been developed in the context of the priorities outlined in the Council Plan (see table below) and City Plan, alongside existing statutory requirements, policy drivers, research on best practice, demographic trends and self-evaluation of performance and areas for improvement. The plan aims to build on progress made in relation to Our Promise for care experienced children and young people; improving the presence, participation and progress of pupils at school; and enhancing the accessibility and availability of support in the justice system. As such, it outlines 6 priorities:

| Children and Families Service Improvement Plan Priorities   | Council Plan Priorities  |
|---|--|
| 1. Actively listening and responding to the <b>voices</b> of children, young people and families      | <ul style="list-style-type: none"> <li>• Building Resilient and Empowered Communities</li> <li>• Designing a Modern Council</li> </ul>   |
| 2. Improving children and young people's <b>health and wellbeing</b> from early years to adulthood    | <ul style="list-style-type: none"> <li>• Reducing Child Poverty and inequalities in incomes, education, and health</li> </ul>  |
| 3. Improving <b>educational outcomes for all</b> and narrowing <b>attainment and achievement</b> gaps | <ul style="list-style-type: none"> <li>• Reducing Child Poverty and inequalities in incomes, education, and health</li> </ul>  |
| 4. Improving sustained <b>positive destinations</b> for all young people                              | <ul style="list-style-type: none"> <li>• Delivering Inclusive Growth (including Community Wealth Building)</li> <li>• Reducing Child Poverty and inequalities in incomes, education, and health</li> </ul> |
| 5. Improving <b>early intervention</b> and <b>community support</b> for people in the justice system  | <ul style="list-style-type: none"> <li>• Building Resilient and Empowered Communities</li> </ul>   |
| 6. <b>Our people</b> - Supporting Our Workforce and Families to Feel Valued, Confident and Competent  | <ul style="list-style-type: none"> <li>• Designing a Modern Council</li> <li>• Building Resilient and Empowered Communities</li> </ul>   |

4.2 In recognition of research on the importance of the first 1,000 days in a child's life and building on the successful expansion of Early Learning and Childcare across the city and initiatives such as New Beginnings and Pause, the plan includes a particular focus on strengthening whole family early years support. Related actions include the deployment of Whole Family Wellbeing Funding (WFWF) towards 0-5's and other priority groups; scaling an Addressing Neglect and Enhancing Wellbeing (ANEW) project; enhancing Kinship Care; implementing the School Age Children Early Adopter project; and the Inspiring School Age Child Care Spaces project.

4.3 The plan then also outlines a range of actions to improve the availability, accessibility and quality of learning and support provided at home, in school and in the community at each stage of an infant, child or young person's journey to early adulthood, particularly in relation to more vulnerable groups. As such, there is a specific focus on children and young people in the 6 priority groups of the Child Poverty Action Plan; children and young people at risk of significant harm; children and young people with Additional Support Needs (ASN); Young Carers; and care experienced children and young people and care leavers.

4.4 This targeted focus on early years and more vulnerable groups, whilst enhancing the overall quality of universal learning and support, is intended to help address inequalities in the short and longer term. It is underpinned by a range of actions to support and listen to the workforce and families, including Quality Conversations, trauma informed practice, risk assessment training, What Matters 2 U, a new Champions Board model and Mind of My Own. It also recognises the importance of working in partnership with other services, including those involved in protecting people. It is intended to help mobilise our total assets towards shared Council, partnership, community and family priorities.

4.5 The implementation of this plan will be monitored by the Children and Families Service Senior Leadership Team in collaboration with all early learning and childcare settings, primary, secondary and special schools and social work teams. Where progress is dependent upon partner services, including in respect of commissioned services, monitoring will occur in partnership with individual organisations and/or formal partnership groups. The service will provide a 6-monthly progress report to Elected Members at the City Governance Committee.

5.0 **POLICY IMPLICATIONS**

5.1 This report has been subject to the Pre-IIA Screening Tool and does not make any recommendations for change to strategy, policy, procedures, services or funding and so has not been subject to an Integrated Impact Assessment. An appropriate Senior Manager has reviewed and agreed with this assessment.

6.0 **CONSULTATIONS**

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

7.0 **BACKGROUND PAPERS**

None.

Audrey May  
Executive Director Children and Families  
4 September 2023

# **DUNDEE PERFORMS**

## **Children and Families**

### **Service Plan**

**2023 - 2027**

**4 September 2023**

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## Foreword

I'm delighted to introduce our ambitious Children and Families Service Plan for the period 2023-27. Building on our achievements, our plan represents a further step-change in how all parts of our service will make key contributions towards each of the strategic priorities outlined in the Council Plan 2022-27 and the City Plan 2022-32. We recognise that, like all partners, our service operates in a challenging context and believe this invites us to fully concentrate on our shared priorities of reducing child poverty and inequalities in income, education and health; tackling climate change; delivering inclusive economic growth; building resilient and empowered communities; and designing a modern Council.



Our plan therefore outlines, with absolute clarity, exactly how we will contribute towards these priorities over the next 3 years in the context of such key policies as the United Nations Convention on the Rights of the Child (UNCRC), the Independent Care Review, Excellence and Equity and the National Strategy for Community Justice. It incorporates actions on how we will support our workforce, how we will work collaboratively with all partners and how we will involve local communities, parents/carers and children and young people in continually improving what we do. It also shows how we will shift our focus still further towards earlier, more accessible and better family support.

As a service, we don't under-estimate the many complexities of the climate in which we provide or help to coordinate early learning and childcare, education or health and social care but this plan confirms our total commitment to accelerate progress in key priority areas. We will report on progress to Elected Members at the City Governance Committee every 6 months, alongside the Children and Families Executive Board Meeting and internal management review processes. In doing so, we will also, wherever necessary, adapt our approaches and continue to both explore and respond to new opportunities whenever we can.

## WHAT WE DO



Audrey May is the Executive Director of the Children and Families Service.

The Children and Families Service places children, young people, and their families at the heart of the decision-making process to provide them with the best possible start in life.

The Children and Families Service provide and manage the following service areas:

- Education, Learning and Inclusion Services
- Children's and Community Justice Social Work Services

Paul Fleming is the Head of Education, Learning and Inclusion Services and Chief Education Officer.

We provide education for over 18,500 children and young people. Over 3,200 children receive funded early learning and childcare.

Further information about Education, Learning and Inclusion Services can be found by clicking the following links:

- [Early Years](#)
- [Primary Schools](#)
- [Secondary Schools](#)
- [Special Schools](#)
- [Additional Support Needs and Inclusion](#)
- [Educational Psychology Service](#)



Glyn Lloyd is the Head of Children's and Community Justice Social Work Services

We typically provide additional support to around 1,300 children and young people and their parents/carers and around 700 people in the youth and criminal justice systems.

Further information about Children's and Community Justice Social Work Services can be found by clicking the following links:

- [Children's Services](#)
- [Community Justice](#)
- [Getting it Right for Every Child \(GIRFEC\)](#)



**Audrey May**  
Executive Director of Children and Families



**Paul Fleming**  
Head of Service  
Education, Learning and Inclusion  
(Chief Education Officer)



**Glyn Lloyd**  
Head of Service  
Children's Service and Community  
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**Lesley Gibb**  
Education Manager  
(0-5)

**Pam Nesbitt**  
Education Manager  
(Schools)

**Morven Berry**  
Education Manager  
(ASN and Inclusion)

**Caroline Corcoran**  
Principal Educational  
Psychologist

**Diana Weir**  
Senior Manager  
Finance and Support Services

**James Ross**  
Senior Service Manager

**Derek Aitken**  
Intake Service  
Manager

**Neil Wallace**  
Community Justice  
Service Manager

**Lynne McBean**  
Acting Resource Service  
Manager

## Budget

The Children and Families Provisional Revenue budget for 2023-24 was approved by the Policy and Resources Committee on 23 February 2023. The final gross budget for 2023-24 amounts to £215,209,000 and is detailed below. The first chart details the amount of budget allocated to each area of the service and the second chart details the type of expenditure the budget is allocated to. The second chart demonstrates that 61% of the total gross budget is spent on staff costs. We recognise that this budget represents a high proportion of the overall Council budget and we are committed to using it as efficiently and effectively as possible.

Chart 1: Children and Families Service - Final revenue budget 2023/24, proportion by service

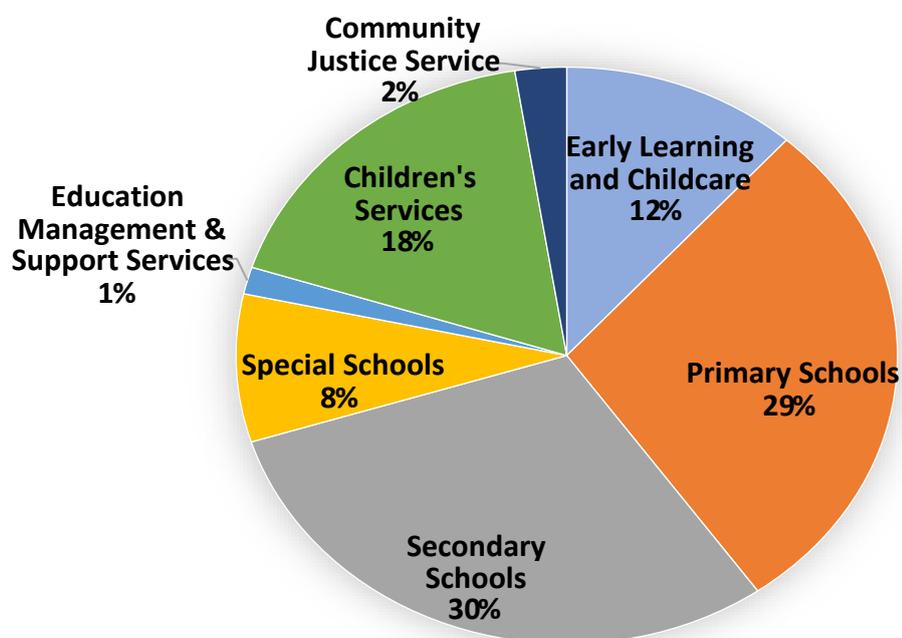


Table 1: Children and Families Service - Final revenue budget 2023/24 by service

| Service                                 | Budget £'000    |
|---|-----------------|
| Early Learning and Childcare            | £24,903         |
| Primary Schools                         | £61,624         |
| Secondary Schools                       | £64,441         |
| Special Schools                         | £17,834         |
| Education Management & Support Services | £3,256          |
| Children and Families Social Work       | £37,739         |
| Community Justice Social Work           | £5,412          |
| <b>Gross Expenditure Budget</b>         | <b>£215,209</b> |

Chart 2: Final revenue budget 2023/24, proportion by expenditure heading

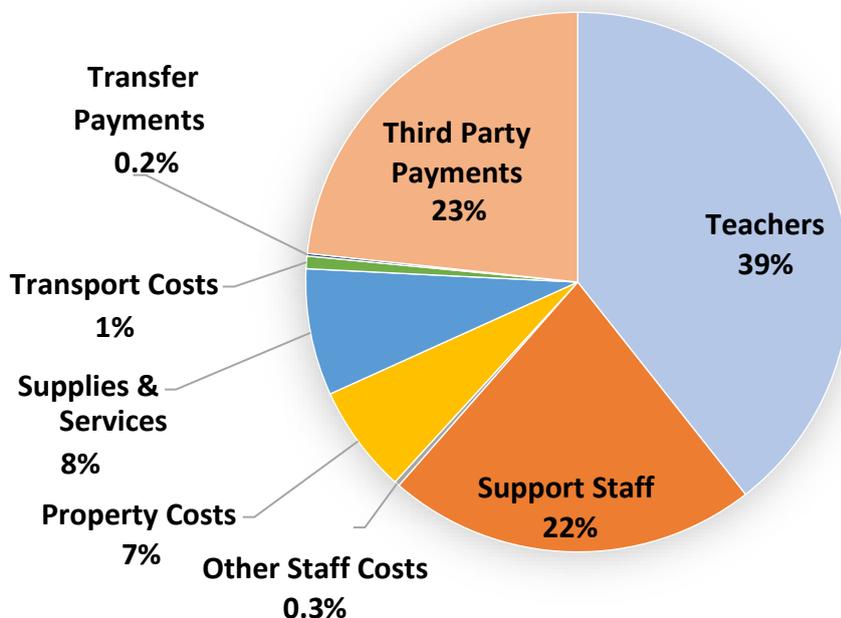


Table 2: Final revenue budget 2023/24 by expenditure heading

| Expenditure Heading           | Budget £'000    |
|-------------------------------|-----------------|
| Teachers                      | £84,823         |
| Social Work and Support Staff | £47,356         |
| Other Staff Costs             | £662            |
| Property Costs                | £13,930         |
| Supplies & Services           | £16,340         |
| Transport Costs               | £1,629          |
| Transfer Payments             | £333            |
| Third Party Payments          | £50,136         |
| <b>Gross Expenditure</b>      | <b>£215,209</b> |

## Some Key Statutory Drivers for our Service

Our service is driven by a range of key statutory requirements which share a similar theme of us needing to provide support which gives all children, young people and families the best start in life and addresses inequalities in health, wellbeing, attainment and positive destinations. This includes the Education (Scotland) Act 1980; the Education (Additional Support for Learning) (Scotland) Act 2004; the Social Work (Scotland) Act 1968, which outlines requirements relating to families in need of additional support; the Children and Young People (Scotland) Act 2014, which introduced new requirements relating to care experienced children and young people and care leavers; the Child Poverty (Scotland) Act 2017, which includes a focus on 6 priority groups; the Equality Act (2010); and the Education (Scotland) Act 2016, which places an emphasis on addressing inequalities.

In addition to this legislation on children, young people and families, the Community Justice element of the service is further shaped by justice specific legislation. This includes the Management of Offenders (Scotland) Act 2005, which introduced Multi Agency Public Protection Arrangements (MAPPA) for people who commit certain types of offence(s). The Criminal Justice and Licensing (Scotland) Act 2010 also introduced Community Payback Orders as the key community sentence for people who have offended, including Supervision Requirements and Unpaid Work. The Community Justice (Scotland) Act 2016 also requires us to plan and decide with other statutory partners on how services are delivered to people in the criminal justice system.

Whilst the statutory requirements therefore each have a different focus and mean our early learning and childcare and schools do still need to provide universal services, they also compel us to direct resources at children and young people, parents/carers and other adults who are less likely to have their health and wellbeing needs met or achieve. It is also noteworthy that many people in the justice system are parents/carers. This means a key part of our role involves supporting and protecting people and that other legislation, such as in relation to Child Protection, Adult Support and Protection and Violence Against Women, shapes our approach. It means we need to provide suitably holistic and individualised support in the context of people's nursery, school, family and community.

## Key Policies and Strategies

Compliance with our statutory requirements is further shaped by a range of national policies and frameworks which also promote both universal and targeted support. This includes the all-encompassing United Nations Convention on the Rights of the Child (UNCRC), which outlines 54 Articles designed to ensure children, young people and families benefit from all their social, political, economic, educational and cultural entitlements and are kept safe from harm. This is complemented by Getting it Right for Every Child (GIRFEC), which includes a focus on Health, Education and Social Work professionals working in partnership as Named/Lead Person's for children and young people with additional support needs and coordinating Child's Plans.

In Early Learning and Childcare settings and Schools, [Achieving Excellence and Equity: National Improvement Framework and improvement plan 2023](#) sets out the vision and priorities for Scottish Education. [The Scottish Attainment Challenge \(SAC\) Framework for Recovery and Accelerating Progress](#) sets out the refreshed mission of the Scottish Attainment Challenge to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap. Other key strategies and publications that are important for us to consider when framing improvement priorities include the [Refreshed Narrative for Scotland's Curriculum](#), [the Additional support for learning: action plan \(updated October 2021\)](#); and the [national carers strategy](#).

In relation to children and young people at risk of significant harm, the service plays a key role in supporting the most vulnerable families and works in accordance with the National Guidance for Child Protection in Scotland (2021). For children and young people on the edge of care or in the formal care system, we work to promote and strengthen the 5 foundations of The Promise of Voice, Family, Care, People and Scaffolding. Similarly, the National Strategy for Community Justice promotes a trauma informed whole system approach towards people in the justice system, their families and victims, from optimising the use of diversion and early interventions through to community sentences and release from short or long-term imprisonment.

Each of these policies and strategies require our service to work collaboratively with a range of key partners, regulatory or inspection bodies and parents/carers. This includes Scottish Government, Police Scotland, NHS Tayside, the Scottish Prison Service, Third Sector, Parole Board, Sheriff Court, Crown Office Procurator Fiscal Service, the Health and Social Care Partnership, Children's Reporter, Education Scotland, Care Inspectorate, Scottish Social Services Council (SSSC), Kinship Carers, Foster Carers and Adopters. Whilst this can add to the complexity of our work, we believe it is essential for us to aim to work in tandem whilst always adhering to regulatory frameworks and statutory requirements or decisions.

## Demographics

Our approach towards leading, managing, delivering and commissioning Early Learning and Childcare, Primary and Secondary Schools, Children's Social Work, Community Justice and related services is strongly informed by an understanding of local demographics. We know they create variable barriers to the presence, participation and performance of children and young people at nursery and school and to inclusion and equality in general. Crucially, this includes not just the profiles and needs of children and young people but also their parents/carers and the communities in which they live. It is why we promote whole family approaches and work with other services to achieve our aims. Some key factors include:

- ⊗ 25% of people in the city live in poverty which is the second highest nationally
- ⊗ 71.5% employment rate compared with 73.5% nationally
- ⊗ 15% on Child Protection Register are unborn babies compared with 5% nationally
- ⊗ 2.2 per 1,000 child population Child Protection Orders is the first highest nationally
- ⊗ Over 27% of care experienced children are 0-5 years compared to 18% nationally
- ⊗ 45.2 per 100,000 people drug deaths in the last 5 years is the first highest nationally
- ⊗ 177 per 100,000 people domestic violence incidents is the first highest nationally
- ⊗ 64 per 1,000 people aged 16-64 report a mental health condition

These often inter-related factors, which can involve families experiencing several challenges at the same time, require us to be trauma responsive and to focus consistently on the needs of families as a whole. Given the trends in relation to unborn babies and infants and research on the importance of the first 1,000 days in influencing a child's life, they drive us to improve support to certain parents/carers during these early years. To sustain this, we know that we need to improve support provided during key transitions, from Early Learning and Childcare to Primary and Secondary School and adulthood. We have to do this with families in ways which matter to them and build on our achievements, which include:

- Reductions in the number of care experienced children and young people
- Improved stability of care for care experienced children and young people
- Improved permanence for care experienced children in their forever families
- Improved attendance/attainment/positive destinations of care experienced young people
- Improving the presence, progress and participation of all children and young people
- Reducing the gap between those living in SIMD Quintile 1 and Quintile 5
- Improved successful completion rate of Community Payback Orders

## Strategic Priority Map

Informed by the City and Council Plans (see Table 3, p15); statutory requirements; national policies relating to children, young people, families and justice; and an understanding of local demographic and performance trends, our service therefore has five key priority themes for 2023-2027. We believe that these core priorities will promote a shared focus and help us to build on achievements. Investing in, supporting and developing our people underpins how we plan to achieve them. We want all early learning and childcare settings, primary, secondary, special schools, children's and community justice social work teams and all central teams to feel involved, supported, valued, confident and competent in contributing towards our objectives. We also believe that actively listening and flexibly responding to children, young people, parents/carers, other supported adults and the wider community is critical in delivering or coordinating meaningful learning and support, including enabling them to contribute towards and/or coordinate their own learning and support.



Each priority theme for 2023-2027 has a number of primary drivers, or underpinning goals, which will *drive* the achievement of our main priority. These drivers may act independently or in combination, depending on the theme. These can be found in Appendix 1.

Table 3: Mapping the Council Plan priorities and the Children and Families Service Improvement Plan priorities

| Children and Families Service Improvement Plan Priorities  | Council Plan Priorities*   |
|--|--|
| Actively listening and responding to the <b>VOICES</b> of children, young people and families      | <ul style="list-style-type: none"> <li>• Building Resilient and Empowered Communities</li> <li>• Designing a Modern Council</li> </ul>   |
| Improving children and young people's <b>HEALTH AND WELLBEING</b> from early years to adulthood    | <ul style="list-style-type: none"> <li>• Reducing Child Poverty and inequalities in incomes, education, and health</li> </ul>  |
| Improving <b>EDUCATIONAL OUTCOMES for all</b> and narrowing <b>ATTAINMENT AND ACHIEVEMENT</b> gaps | <ul style="list-style-type: none"> <li>• Reducing Child Poverty and inequalities in incomes, education, and health</li> </ul>  |
| Improving sustained <b>POSITIVE DESTINATIONS</b> for all young people                              | <ul style="list-style-type: none"> <li>• Delivering Inclusive Growth (including Community Wealth Building)</li> <li>• Reducing Child Poverty and inequalities in incomes, education, and health</li> </ul> |
| Improving <b>EARLY INTERVENTION</b> and <b>COMMUNITY SUPPORT</b> for people in the justice system  | <ul style="list-style-type: none"> <li>• Building Resilient and Empowered Communities</li> </ul>   |
| <b>OUR PEOPLE</b> - Supporting Our Workforce and Families to Feel Valued, Confident and Competent  | <ul style="list-style-type: none"> <li>• Designing a Modern Council</li> <li>• Building Resilient and Empowered Communities</li> </ul>   |

Actions relating to the Council priority 'tackle climate change and reach net zero carbon emissions by 2045' feature across different priority themes within the Children and Families Service Improvement Plan, as well as within individual establishment improvement plans. For example, reducing energy consumption in schools; our workforce undertaking professional learning on climate change; and our children and young people learning about, and taking action on, climate change through learning for sustainability and through award programmes like Eco-Schools.

## Improving Partnership and Equality Outcomes

As a service, we form part of several key partnership groups both locally and regionally. These partnerships are essential in promoting consistent approaches towards shared priorities across different areas of work. Locally, they include service representation at the Chief Officer Group (COG) for Protecting People, the Children and Families and Community Safety and Justice Executive Boards, the Child Protection Committee, Our Promise Partnership, the Alliance, the Violence Against Women Partnership and the Alcohol and Drug Partnership. Regionally, they include the Tayside Regional Improvement Collaborative and the MAPPA Strategic Oversight Group.

These forums help the service to contribute towards the development of a partnership approach towards hearing and responding to the voice of local communities; trauma responsive practice with both the workforce and vulnerable groups; the development of whole family preventative approaches; targeted or bespoke interventions and support relating to mental health, substance use, domestic abuse, trafficking, sexual exploitation and poverty; and the identification, management and mitigation of risk of significant harm to or from others and/or themselves. It is also contributing towards potential developments relating to integrated partnership arrangements.

## Priorities and Actions

| <b>Priority Theme 1</b>  |   |   |   |                |
|--|---|---|---|----------------|
| <b>Actively listening and flexibly responding to the VOICES of children, young people and families</b> |   |   |   |                |
| <b>Primary Drivers</b>   | <b>What will we do</b>  | <b>What difference will it make</b>   | <b>Lead</b>   | <b>When by</b> |
| <b>OUR PROMISE</b>   | Develop Champions Boards in all Secondary Schools   | Provide a forum to actively listen and respond to the needs of care experienced young people  | Education Officer                                     | October 2023   |
|  | Implement Mind of My Own (MOMO) across all care settings  | Enable care experienced children to express views in real time and aid quick responses  | Senior Officer  | October 2023   |
|  | Review advocacy arrangements for families   | Enable families to access advocacy and provide the service with improvement data  | Service Manager                                       | October 2023   |
| <b>GIRFEC PRACTICE</b>   | Test What Matters 2 U in two locality areas and scale learning  | Provide a structured process for services and communities to improve dialogue and support   | Head of Service                                       | March 2024     |
|  | Implement a consistent approach to Team Around the Child meetings building on learning from Addressing Neglect and Emotional Wellbeing (ANEW) | Children, young people and parent/carers will feel heard and will be fully involved in developing impactful plans   | Assigned Head Teacher and Education Manager (Schools) | June 2026      |
| <b>RIGHTS RESPECTING SCHOOLS</b>   | All schools will work towards bronze, silver or gold Rights Respecting School accreditation   | All schools will embed a child rights approach into all aspects of school life. Children and young people will feel connected with their school and feel safe, cared for, and loved | Education Manager (Schools)                           | June 2027      |

**Priority Theme 2**

**Improving children and young people's HEALTH AND WELLBEING  
from early years to adulthood**

| <b>Primary Drivers</b>                       | <b>What we will do</b>  | <b>What difference it will make</b>  | <b>Lead</b>   | <b>When by</b> |
|--|---|--|---|----------------|
| <b>PHYSICAL, MENTAL AND EMOTIONAL HEALTH</b> | Deliver a Child Healthy Weight Strategy in schools                                    | Support children and young people to be physically and mentally healthy  | Education Officer and Education Support Officer           | March 2026     |
|  | Deliver the Tayside Emotional Health and Wellbeing Strategy                           | Support children and young people to be physically and mentally healthy  | Education Officer and Education Support Officer           | March 2026     |
|  | Develop and implement a strategy for increasing the uptake of Free School Meals (FSM) | Increasing uptake of warm, healthy free school meals will have physical and financial benefits.  | Manager – Support Services                                | June 2024      |
|  | Implement recommendations from national PSE (personal and social education) Review    | Ensures that our curriculum is up-to-date and meets the needs of our young people in relation to personal and social education   | Education Officer and Education Support Officer           | June 2024      |
|  | Implement and embed Connected Tayside   | Promoting positive emotional health and wellbeing through universal services and a resilient workforce; and developing clear pathways to targeted and specialist support, when needed. | Education Officer   | June 2024      |
|  | Grow MCR pathways in all Secondary Schools and Rockwell.                              | Enhanced school-based mentoring support to help young people build motivation, commitment and resilience.  | Education Officer   | June 2024      |
|  | Extend the rollout of Planet Youth across all secondary schools.                      | Decrease in teenage drinking and smoking, and increased physical activity levels.  | Education Manager (Schools) and Education Support Officer | June 2024      |

|                       |   |  |  |               |
|-----------------------|---|--|--|---------------|
| <b>OUR PROMISE</b>    | Coordinate deployment of Whole Family Wellbeing Funding (WFWF).               | Innovate, build capacity and transform in the key priority areas of early years and adolescence.   | Head of Service  | Sept 2023     |
|                       | Collaborate with key partners to further strengthen kinship care.             | Enable vulnerable children and young people to receive nurturing support with their own families.  | Service Manager  | March 2024    |
|                       | Develop and implement a revised local family-based care capacity action plan. | Support more children and young people to be nurtured by their parents/carers or kinship carers.   | Service Manager  | March 2025    |
|                       | Develop and implement improvement plans for all types of care setting.        | Ensure care experienced children and young people receive consistently high levels of support regardless of where they live.                         | Service Manager  | December 2024 |
|                       | Implement the findings of an external review of foster care.                  | Build the capacity of foster carers to provide improved support to more children and young people.   | Service Manager  | March 2024    |
|                       | Implement the findings of a review of approaches towards adolescents.         | Enhance the care and protection of vulnerable adolescents at risk of harm from and/or to others.   | Service Manager  | August 2023   |
| <b>FAMILY SUPPORT</b> | Engage in the School Age Childcare Early Adopter project.                     | We will work collaboratively with families to understand what they want and need from an offer for younger children, and work towards building this. | Education Manager (0-5)                                  | June 2025     |
|                       | Rollout of Welfare and Debt advice provision within schools                   | Develop a partnership approach to widening access to welfare services  | Education Manager (Schools) and Business Support Officer | June 2027     |

**Priority Theme 3**

**Improving EDUCATIONAL OUTCOMES for all and narrowing ATTAINMENT AND ACHIEVEMENT gaps**

| <b>Primary Drivers</b>                       | <b>What we will do</b>   | <b>What difference it will make</b>  | <b>Lead</b>  | <b>When By</b>            |
|--|--|--|--|---------------------------|
| <b>CURRICULUM, PEDAGOGY &amp; ASSESSMENT</b> | Develop and implement a secondary school specific improvement plan, taking account of the learning from Collaborative Improvement, which involved ADES and Education Scotland. | Increased staying on rates for S4 into S5, particularly for young people living in SIMD deciles 1 and 2; increased attainment and achievement in the senior phase, with a narrowing of attainment gaps.  | Assigned Head Teacher, overseen by Chief Education Officer | June 2025                 |
|  | Review, with a view to strengthening, the senior phase college curriculum offers, in partnership with Dundee and Angus College.  | Young people will have access to pathways which suit their interests and skills, which lead to increased attainment and achievement.   | Education Officer  | June 2024                 |
|  | All nurseries and schools to receive the nationally recognised Digital Schools Award Scotland, accredited by Education Scotland.   | All schools will evidence having a whole school approach to using and embedding digital learning and teaching, and to using technologies to enhance the curriculum.  | Education Officer and Education Support Officer            | June 2025                 |
|  | Use our Pedagogy Team to provide a bespoke package of support to targeted schools identified through effective data use.   | Teachers and school leaders receive the professional learning and support required to enhance the quality of learning and teaching.  | Education Officer and Pedagogy Team DHT                    | Schools identified yearly |
|  | Secondary School BGE Moderation (Learning, Teaching & Assessment Cycle) action research project with Education Scotland  | Teachers will have a consistent understanding of achievement of a level for 3 <sup>rd</sup> and 4 <sup>th</sup> Level in literacy and numeracy, helping to ensure that our data is valid and reliable and can be used for targeting improvement. | Assigned Head Teacher and Education Manager (Schools)      | June 2025                 |

|                                    |   |  |  |           |
|------------------------------------|---|--|--|-----------|
| <b>ASN, EQUITY &amp; INCLUSION</b> | Undertake an ASN review to inform a new ASN strategy, with a particular focus on provision of resources to meet needs of children and young people with complex ASN (ESAs). | Children and Young People with ASN will be attending the right place, at the right time, with the right support.   | Education Manager (ASN & Inclusion) and Principal Educational Psychologist | June 2025 |
|                                    | Form a Scottish Attainment Challenge Strategy Group to lead on the effective use of all Attainment Scotland Funds.  | Ensure that monies are used effectively – based on what works in Dundee schools, exploring opportunities to combine monies (e.g., SEF and PEF) for best impact in terms of achieving equity. | Chief Education Officer  | June 2024 |
|                                    | Embed 'Read Dundee – the Literacy Hub – in targeted localities, in partnership with the National Literacy Trust.  | Using a place-based approach we will improve the literacy levels and life chances of children and families within targeted localities.   | Education Officer and Chief Education Officer                              | June 2027 |
|                                    | Further strengthen and embed Every Dundee Learner Matters (EDLM), with a focus on developing an impactful learning networked learning system.                               | Contextual barriers will be addressed through inquiry-based innovative practice, with learning shared between nurseries and schools – leading to increased attainment and narrowing of gaps. | Chief Education Officer  | June 2026 |

|   |   |   |   |  |
|---|---|---|---|--|
| <b>TRANSITIONS</b>  | Design and implement a new tracking system for the Broad General Education (BGE), to be used by all schools.  | A new tracking system will give teachers and school leaders the data needed to make informed improvement decisions in a more timeous manner.  | Education Manager (Schools)   | Primary<br>June 2024<br><br>Secondary<br>June 2025 |
| <b>ATTENDANCE</b>   | Form a multi-agency (school) attendance strategy group  | Working in partnership with Education Scotland's Attainment Advisor to develop and implement a specific action plan to improve School Attendance.   | Education Manager (Schools)   | June 2024  |
| <b>RELATIONSHIPS &amp; BEHAVIOUR</b>                      | A short life working group will examine policy and procedures for reducing and responding to behaviours of concern (including violent incidents) – in partnership with the Teachers' Panel. | Informed by local and national research, as well as direct feedback from staff, an Improvement Plan will be developed and implemented to improve consistency in responding to behaviours of concern, as well as reducing the number of incidents. This is also with a view to enhancing pupil engagement in learning. | Education Manager (Schools) and Education Manager (ASN & Inclusion) | June 2025  |
| <b>LEARNING ESTATE &amp; SUPPORT STAFF TRANSFORMATION</b> | Undertake a review of our learning estate, leading to a transformation programme.   | Undertake a review to ensure: <ul style="list-style-type: none"> <li>• Children and young people are learning in best possible learning environments</li> <li>• Best value.</li> </ul>  | Education Officer   | Scoping -<br>December 2023<br><br>June 2025        |
|   | Informed by pupil voice all schools to focus on reducing energy usage   | Children and young people have an increased understanding of how our energy use contributes towards climate change.<br><br>Reduction in energy costs.   | Business Support Officer  | By<br>December 2024                                |

|  |  |   |  |                                |
|--|--|---|--|--------------------------------|
|  | Build a community campus, a new school and open a new Young Person's House   | Improve the quality and capacity of the learning and care environments  | Education Officer, Chief Education Officer and Head of Service | 2023-2026                      |
|  | Undertake a review of the various support staff roles within ELC, primary, secondary and special schools, leading to a transformation programme. | Undertake a review to ensure: <ul style="list-style-type: none"> <li>• That we have the right support roles to improve identified outcomes,</li> <li>• Best value.</li> </ul> | Education Managers   | December 2023<br><br>June 2024 |

**Priority Theme 4**

**Improving sustained POSITIVE DESTINATIONS for all young people**

| <b>Primary Drivers</b>                | <b>What we will do</b>  | <b>What difference it will make</b>   | <b>Lead</b>                                       | <b>When By</b> |
|---------------------------------------|---|---|---|----------------|
| <b>DEVELOPING THE YOUNG WORKFORCE</b> | Contribute towards a Youth Participation service re-design  | Support vulnerable young people from school to long-term post school destinations   | Head of Service and Chief Education Officer       | March 2024     |
|                                       | Embed the Career Education Standard across all schools  | Implementation of the standard will improve the quality and consistency of learning about work and careers. It will improve young people's ability to make informed decisions about future pathways.  | Education Manager (Schools) and Education Officer | June 2024      |
|                                       | Relaunch profiling and skills with all schools – coming from work of the Learning Journey Steering Group. | To help pupils to reflect on relevant experiences and the development of skills that flow from this. Continuous engagement in this process will foster the ability to articulate their learning and skills in the context of the world of work. | Education Officer                                 | June 2024      |
|                                       | Develop metaskills network of practitioners   | This network will incorporate the language of meta skills into our progression frameworks to ensure consistent use and shared understanding of language.  | Education Officer and Pedagogy Team DHT           | June 2024      |
| <b>Partnerships</b>                   | Develop volunteer and modern apprenticeship opportunities   | Support young people to obtain work experience and qualifications and enter employment  | Head of Service and Chief Education Officer       | March 2024     |
|                                       | Strengthen the partnership with Skills Development Scotland (SDS) across all secondary schools            | Young people will access the additional support that they are entitled to leading to a positive impact on participation rates.  | Education Officer                                 | June 2024      |

## Priority Theme 5

### Improving EARLY INTERVENTION and COMMUNITY SUPPORT for people in the justice system

| What we will do  | What difference it will make  | Lead            | When by    |
|--|---|-----------------|------------|
| Work with the Crown Office Procurator Fiscal Service (COPFS) to appropriately increase Diversion from Prosecution referrals                        | Provide opportunities for people to receive earlier support and/or punishment proportionate to their needs and offending as an alternative to a Court sentence                    | Service Manager | March 2024 |
| Work with the Sheriff Court to maximise the use of Bail Supervision with/without mentoring and/or Electronic Monitoring                            | Provide opportunities for people to receive community-based support proportionate to their needs and offending as an alternative to a custodial remand                            | Service Manager | March 2024 |
| Prepare Court Reports which outline defensible community-based sentence options which can meet needs and reduce re-offending                       | Provide opportunities for the Court to impose Community Payback Orders with relevant conditions with possible reparation as an alternative to short-term custody                  | Service Manager | March 2024 |
| Provide all prisoners and their families with opportunities to engage with both voluntary and statutory support relevant to their needs on release | Provide opportunities to end repeat custodial sentences and support all people to rehabilitate and reintegrate in community settings, where possible with family support          | Service Manager | March 2024 |
| Implement, analyse and report on a pre and post sentence questionnaire with people subject to Community Justice support                            | Provide a fuller understanding of the impact of community-based supervision and support on people, including in meeting needs and managing risks to or from others and themselves | Service Manager | March 2024 |

**Priority Theme 6:**

***Supporting Our Workforce and Families to Feel Valued, Confident and Competent***

| <b>What we will do</b>  | <b>What difference it will make</b>   | <b>Lead</b>   | <b>When by</b>  |
|---|---|---|-----------------|
| Hold regular service wide forums focused on key priorities  | Support schools and teams to contribute towards our shared vision and objectives  | Head of Service and Chief Education Officer               | Bi-annual       |
| Deliver trauma informed practice training to all staff  | Enable leaders, managers and staff to apply the 5 key principles of trauma informed practice  | Education Managers and Principal Educational Psychologist | March 2024      |
| Education Extended Leadership Team to engage in professional learning with Robert Owen Centre                         | Education Officers will focus on what makes a difference to improving outcomes for children and young people, and will consistently support and challenge schools to achieve this improvement | Chief Education Officer                                   | June 2024       |
| Provide Child and Adult Support and Protection training   | Enable all schools and teams to appropriately respond to any concerns about risk of harm  | Service Manager   | March 2024      |
| Deliver risk assessment training to all key staff   | Enable key teams to develop defensible plans which mitigate risks and maximise strengths  | Service Manager   | March 2024      |
| Implement Quality Conversations   | Provide individualised support and development to all staff across the service  | All managers  | October 2023    |
| Coordinate relevant leadership and management training  | Build capacity in values based collaborative leadership and practice improvement  | All managers  | March 2024      |
| Develop and deliver a comprehensive professional learning programme for all ELC settings                              | ELC Educators' practice is critically informed and current leading to positive outcomes for children and families   | Education Manager (0-5)                                   | Yearly          |
| Early Years team to work with accessibility and inclusion team to develop ASN training programme for all ELC settings | ELC practitioners' practice is critically informed and current in the field of ASN and inclusion ensuring the children's needs are met  | Education Manager (0-5)                                   | 2023/24-2026/27 |

|   |   |                             |             |
|---|---|-----------------------------|-------------|
| All staff to complete the manual climate change online learning modules | All staff have an informed understanding about how they can contribute to the Council's priority of tackling climate change | All managers                | Yearly      |
| Deliver community hubs for curriculum and wider supports                | Provide a single point of access to learning, activity and support for families and communities                             | Education Manager (Schools) | August 2026 |
| Conduct regular audits on key themes with schools/teams                 | Promote joint self-evaluation, learning and improvement of services   | Service Manager             | Quarterly   |

## Monitoring & Review

This implementation of this plan will be monitored by the Children and Families Service Senior Leadership Team in collaboration with all early learning and childcare settings, primary and secondary schools, social work teams and central teams. Where progress is dependent upon partner services, including in respect of commissioned services, monitoring will occur in partnership with individual organisations and/or formal partnership groups. The service will provide a 6-monthly progress report to Elected Members at the City Governance Committee.

## Performance Indicators

| Indicators/ Measures   | 2021/22 Baseline | Target          |
|--|------------------|-----------------|
| % of primary 1 Children classified as obese or overweight  | 26.6%            | 21.2%<br>(2025) |
| % attendance of all children and young people living in SIMD Quintile 1                                      | 87%              | 95%<br>(2025)   |
| % point difference attendance gap between children living in SIMD 1 areas and the average for SIMD 2-5       | 3.6              | 3.1<br>(2025)   |
| % take up of free school meals.  | 62%              | 71%<br>(2025)   |
| % P1,4,7 pupils achieving expected CFE Level in Literacy   | 70.0%            | 85%*<br>(2027)  |
| % point gap in literacy in P1-7 between pupils living in SIMD 1 area and living in SIMD 5 areas              | 19.9             | 10.0*<br>(2027) |
| % P1,4,7 pupils achieving expected CFE Level in Numeracy   | 77%              | 85%*<br>(2027)  |
| % point gap in numeracy in P1-7 between pupils living in SIMD 1 areas and living in SIMD 5 areas             | 13.6             | 10.0*<br>(2027) |
| % S3 pupils achieving CFE 3 <sup>rd</sup> Level or better in Literacy  | 83.6%            | 95%*<br>(2027)  |
| % S3 pupils achieving CFE 3 <sup>rd</sup> Level or better in Numeracy  | 80.9%            | 95%*<br>(2027)  |
| Average Total Tariff for SIMD 1  | 637              | 660<br>(2025)   |
| % Gap in Attainment Tariff Average scores between school leavers living in SIMD 1 areas and in SIMD 5 areas  | 47%              | 43%<br>(2025)   |
| % care experienced school leavers entering positive destinations   | 83.3%            | 95%<br>(2025)   |
| % of 16-19 Years olds participating in education, employment or training                                     | 89.4%            | 92%<br>(2025)   |
| % of 16-19 Year olds participating in education, employment or training from SIMD1                           | 84.8%            | 94.1%<br>(2025) |
| % of care experienced children and young people in care settings within Dundee postcodes                     | 58%              | 70%<br>(2025)   |
| Number of children and young people placed in external foster or external residential placements             | 132              | 110<br>(2025)   |
| School attendance rate for care experienced children and young people at home or in kinship care             | 84.5%            | 88%<br>(2025)   |
| % of care-leavers receiving aftercare up to the age of 26 years who are in education, training or employment | 60%              | 70%<br>(2025)   |

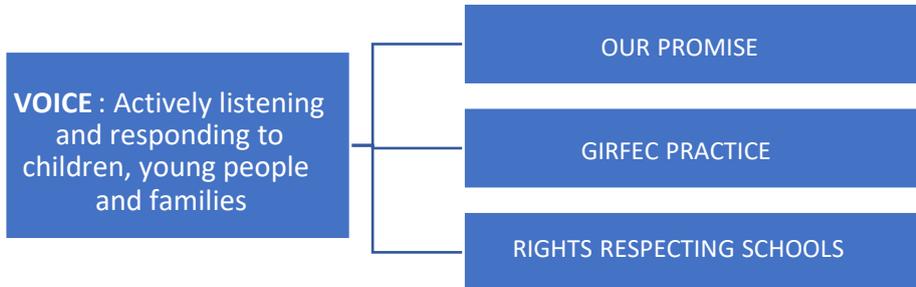
| Indicators/ Measures  | 2021/22 Baseline         | Target          |
|---|--------------------------|-----------------|
| Child protection re-registrations within 24 months  | 6%                       | 3%<br>(2025)    |
| % of children and young people in more than 1 care placement in the past 12 months              | 18%                      | 15%<br>(2025)   |
| Total number of children in care at any one time  | 436                      | 410<br>(2025)   |
| % of case files audited rated overall as good or better**                                       | 63%                      | 95%<br>(2025)   |
| % of Young People's Houses inspected with good or better indicators in all areas of inspection  | 82%                      | 100%<br>(2024)  |
| % of care experienced children and young people giving positive responses about where they live | 86%                      | 90%<br>(2025)   |
| % of child's plans where the voice of children was recorded                                     | Not previously evaluated | 80%<br>(2025)   |
| % where the child's views that were sought were meaningful to the Plan's development            | Not previously evaluated | 70%<br>(2025)   |
| % of Community Payback Orders successfully completed  | 72%                      | 80%<br>(2025)   |
| % of adult short-term prisoners commencing Voluntary Assistance                                 | 57%                      | 70%<br>(2025)   |
| % of 16-20 year-old short-term prisoners taking up Voluntary Assistance                         | 100%                     | 100%<br>(2025)  |
| % of Community Justice Social Work reports resulting in a custodial sentence                    | 9.85%                    | 8%<br>(2025)    |
| % of Diversion from Prosecution cases successfully completed                                    | 77%                      | 80%<br>(2025)   |
| % of recipients satisfied with Unpaid Work placements   | 100%                     | 100%<br>(2025)  |
| % of people in Unpaid Work satisfied with the support provided                                  | 92%<br>(2019/20)         | 95%<br>(2025)   |
| Reconviction Rate   | 26.2%<br>(2018/19)       | 29.5%<br>(2025) |
| Average number of reconvictions per offender  | 0.47<br>(2018/19)        | 0.49<br>(2025)  |

\*These are provisional stretch aims which will be finalised in September 2023.

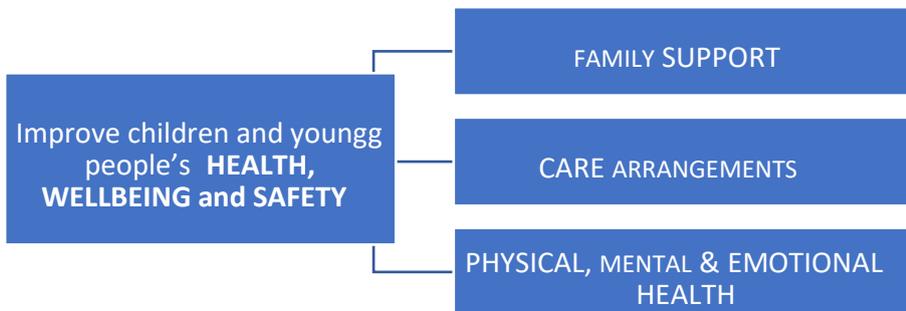
\*\*Please note case files rated good or better were 93% in June 2023.

Each of our priorities have primary drivers.

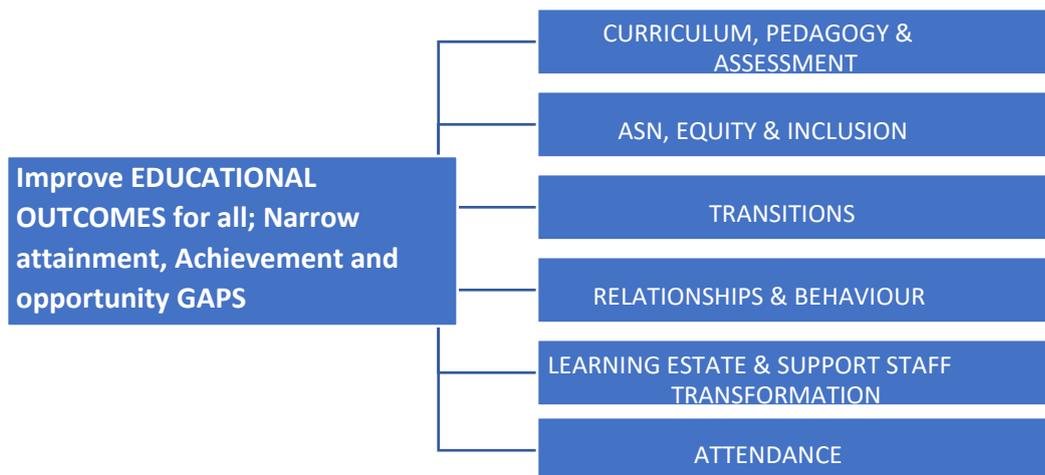
**Priority 1:**



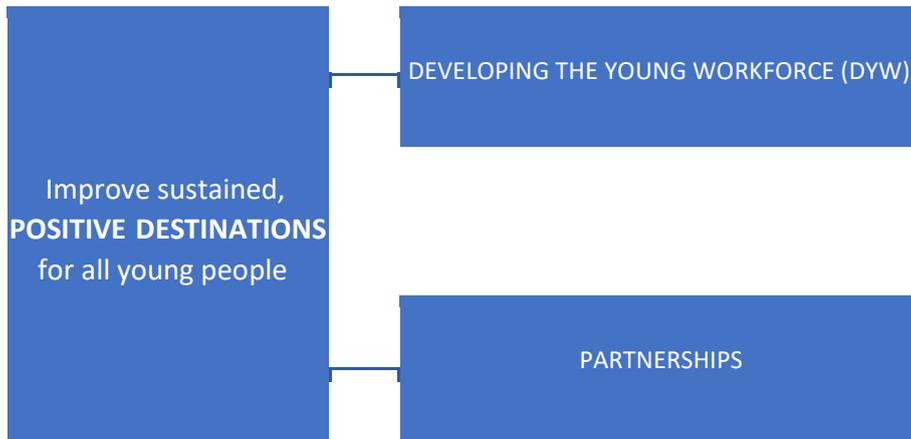
**Priority 2:**



**Priority 3:**



**Priority 4:**



**Priority 5:**



We also have primary drivers for supporting and developing **Our People** to achieve our priorities.

