

REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE – 7 DECEMBER 2020

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

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE

REPORT NO: 324-2020

1.0 PURPOSE OF REPORT

1.1 This report provides Elected Members with the first annual update on the Children and Families Service Improvement Plan 2019-2022 (Appendix 1). The report outlines how the plan has been implemented both before and during the pandemic over the last 12 months, in order to maintain a consistent focus on 8 key priorities and continue to promote improved outcomes for children, young people, parents/carers and other adults. In order to build on progress in the first year and sustain this momentum, a new range of ambitious but deliverable targets have been set for 2020-21. In addition to the council's Children and Families Service Plan, Scottish Government require all education authorities to submit and publish an annual Education Improvement report. This is included in Appendix 2.

2.0 RECOMMENDATIONS

2.1 It is recommended that Committee Members:

- i. Note progress made over the last 12 months in the implementation of the first Children and Families Service Improvement Plan 2019-2022
- ii. Request the Executive Director of the Children and Families Service to submit a further 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, families and other adults. The plan encourages the service to continue to implement actions which are believed to most likely make a significant difference. It recognises the importance of working in partnership with all stakeholders, including local communities, to develop a consistent whole system approach.

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. This involved consultation with managers and staff on what they considered to be key strengths and areas for improvement, with reference to existing national, 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.

The Improvement Plan was developed to build on these strengths and includes 8 key priorities, which the service has focused on in the last 12-months whilst navigating through the many challenges of Covid-19. Given the impact of the pandemic on local communities, the emphasis within the plan on supporting vulnerable groups, addressing inequalities and narrowing the attainment gap has been especially pertinent. As a range of activity has already been reported on to Elected Members in recent Committee Reports (Children and Families Recovery Plan [Article IV of the minute of meeting of this Committee of 7 September 2020 refers] and Corporate Parenting Annual Report [Article II of the minute of meeting of this Committee of 28 October 2020 refers]), key updates and next steps include:

1. **Early years** – from September 2020, all eligible children could access 1140 hours in early learning and childcare. As an illustration of the standards of service, between December 2019 and March 2020 7 nurseries were inspected by the Care Inspectorate and all were graded as Very Good for the quality of leadership and management and the quality of care and support. During the pandemic, 7 early years centres and some private nurseries provided care and support for the children of essential workers and vulnerable children. *In 2020-21, we intend to ensure that at least 95% of all nurseries are rated Good or above in inspections.*
2. **Learning, attainment and achievement** – support to primary and secondary schools has had a particular focus on leadership and workforce development, including through targeted support from the Pedagogy Team and attendance at advanced literacy and numeracy teaching courses. *In 2020-21, targets include increasing the percentage of children achieving expected Curriculum for Excellence standards in literacy to 73% and increasing the overall tariff score to 875.*
3. **Health and wellbeing** – 8 Community Support Centres and work with partners to support vulnerable children and young people not attending CSCs helped to safeguard health and wellbeing during the pandemic. *In 2020-21, the number of schools that have completed nurture and trauma informed training will increase from 32 to 43. The number of young people in S1-2 supported by AIM for schools will increase from 175 to 225.*
4. **Inequalities** – support to Looked After Children, Care Leavers, Young Carers and children and young people with disabilities was all adapted but continued during the pandemic. In addition, the service has continued to develop What Matters 2 U, Flexible Family Support and FORT with the Third Sector and other partners. *This work mirrors the 5 foundations of The Promise in the Independent Care Review, with an action plan to be submitted to Elected Members for approval in January 2021.*
5. **Child protection** – during the pandemic, all children and young people on the Child Protection Register continued to receive weekly face-to-face support; other vulnerable children and young people were supported in accordance with risk ratings; and a range of work was carried out with partners to better identify, understand and respond to hidden harm. *Over the next 12 months, it is intended that 95% of Social Work files will have a full chronology and that 90% will be assessed as Good or better*
6. **Community justice** – the number of people in the criminal justice system referred to the service for Diversion from Prosecution schemes continued to increase. Following a period of sustained increases and a height of 82%, the successful completion rate for Community Payback Orders has hovered just below the national average of 70% for the last 2 years. *This is a key priority for the next 12 months, with a target to increase the successful completion rate to 75%*
7. **People and resources** – leadership and workforce development has continued over the last 12 months, albeit with a focus on providing effective support during the many challenges of the pandemic. *Going forwards, work with individual schools will continue through the Chief Education Officer and Pedagogy Team; the Social Work senior management team is co-designing a leadership development programme; and all partners are participating in work with Columba 1400 on values-based leadership.*
8. **Community and family views** – schools routinely communicated and/or consulted with parents and carers over the last 12 months, including during the pandemic. In Community Justice, 90% of the recipients of Unpaid Work were satisfied. *In 2020-21, priorities include consultation on 365 schools; work with parents through the What Matters 2 U initiative; and the implementation of an Engagement and Participation Strategy for care experienced children and young people.*

Over the last 12 months, the Children and Families Service has therefore made progress in implementing its first Improvement Plan. There has been a particular joint focus in both the Education and Social Work parts of the service on addressing inequalities, alongside a range of partners and local communities. Clearly, work has been interrupted by Covi-19 but in the context of the many constraints the pandemic has placed on services support has been creatively adapted and sustained. Over the next 12 months, the service will build on this progress, whilst flexibly navigating through the route map of recovery.

5.0 POLICY IMPLICATIONS

- 5.1 This Report has been subject to an assessment of any impact on equality and diversity, fairness, 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 2020

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

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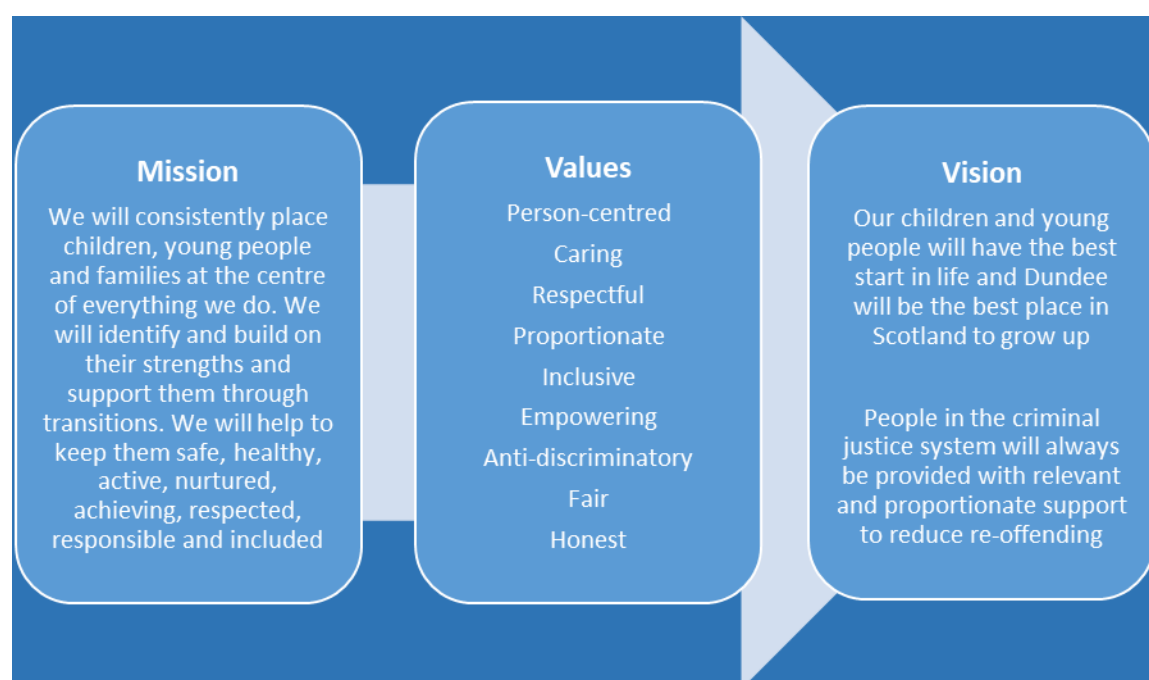
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4. Summary

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 2017-2023; and the Dundee Community Justice Outcome Improvement Plan 2019-2020, all of which are **designed to improve life chances for all.**

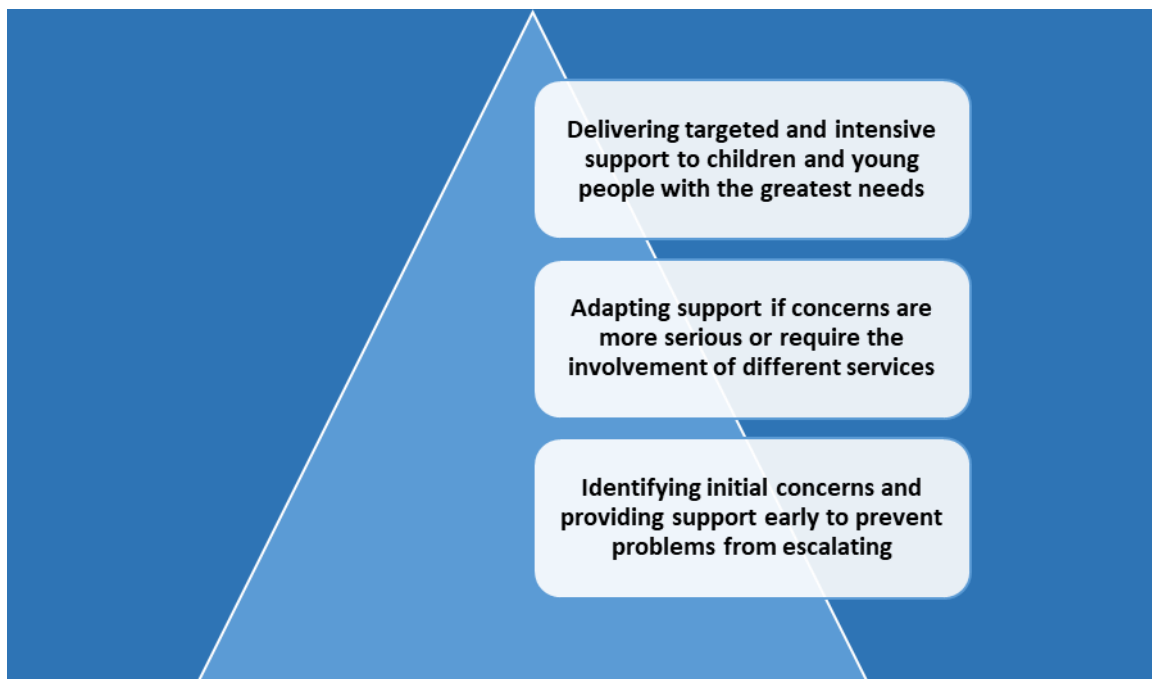
Legislative Requirements and Research

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:

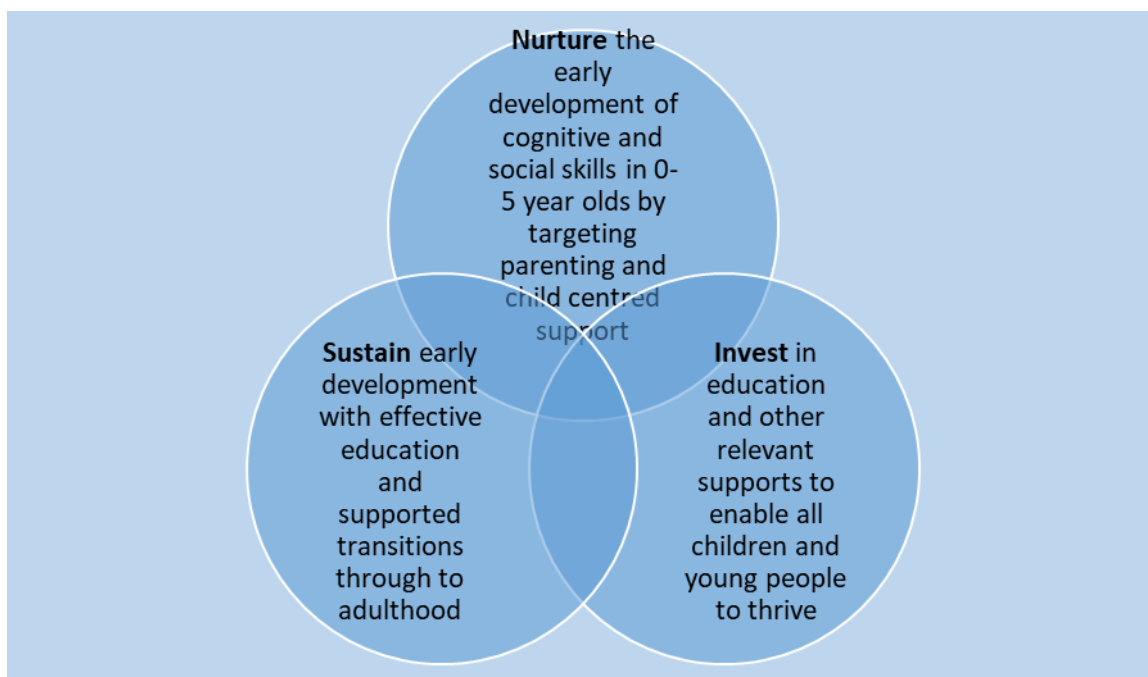
Report on the Future Delivery of Public Services	Promotes collaboration between public, private and third sector partners and local communities to co-design services which prioritise prevention, focus on key priorities, reduce demands and make best use of all resources
National Performance Framework 2016	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
National Standard for Early Learning and Childcare Principles and Practice 2018	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.
Children and Young People (Scotland) Act 2014	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
Education (Scotland) Act 2016	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
Additional Support for Learning (Scotland) Act 2004	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.
Carers (Scotland) Act 2016	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

Criminal Justice (Scotland) Act 2011	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
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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 2016; 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 2019 mid-year population estimates show that out of a total population of 149,320 people in Dundee, there are 24,044 children aged 0-15 and 20,881 young people aged 16-24. 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:

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

Service Area	Revenue Budget 2019-2020
Nursery	£10,970,000
Primary	£48,481,000
Secondary	£51,331,000
Specialist	£11,111,000
Education other than at schools	£1,594,000
Education support services	£3,992,000
Children's Services	£35,365,000
Community Justice Service	£4,907,000
Total	£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:

Early Years	Children will have the best start in life, they will be listened and responded to, cared for and supported to learn in nurturing environments
Learning, Attainment and Achievement	Children, young people and families will be meaningfully engaged with high quality learning experiences and extend their potential
Health and Wellbeing	Children and young people will be physically, mentally and emotionally healthy and resilient and safe
Inequalities	Children and young people who experience particular inequalities and disadvantage will achieve comparable outcomes to others
Child Protection	Children and young people will be safe and protected from harm at home, school and in the community

Community Justice	Children and young people and adults in the justice system will be provided with relevant and proportionate support to reduce reoffending.
Staff	Staff feel valued and supported in their work; that their work is meaningful and purposeful; and that they are involved in developments
Communities and Families	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 (**NB** year at baseline will differ in accordance with time of initial data collection):

Priorities	Achievements and Trends	Challenges
Early Years	<p>External Validation</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>Maintaining this level of quality during expansion from 600 hours of funded ELC to 1140 hours by August 2020. All partners to meet the Funding Follows the Child and the National Standard for early learning and childcare providers interim guidance on requirements on early learning and childcare settings and local authorities from August 2020</p>

Priorities	Achievements and Trends	Challenges
	<p>Expansion of ELC to 1140 hours Currently 5 Local Authority nurseries are offering 1140 hours. By August 2019 a further 10 nurseries will offer 1140 hours and all nurseries will offer 1140 hrs by September 2020.</p> <p>Improving Children’s Language and Communication 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>The Peep Learning Together Programme (LTP) 469 sessions were delivered across the city; 14 LA nurseries delivered Peep programmes; and 533 families participated in these programmes.</p> <p>Play on Pedals 100% of Local Authority Nurseries are embedding Play on Pedals. Significant numbers of children are learning to ride a bike in nursery.</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 home and in the community.</p>

<p>Educational Attainment</p>	<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 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>
<p>Health and Wellbeing</p>	<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>Measures of Health & 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>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>Ensuring that a Parental Engagement Strategy includes a focus on support for families in their responsibilities for their child's health and wellbeing.</p>
Inequalities	<p>We have led on the 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>The number of Looked After 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>

		Transitions to adult life for some young people with complex ASN, including mental health, are not good enough.
Child Protection	<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 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 fluctuates according to need; irrespective of demand this can put on services all children on the register are seen face to face (even during COVID restrictions)</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, physical chastisement and neglect.</p> <p>We need to improve the ways we 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>
Community Justice	<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>

Staff Views	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.	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.
Community Views	The recipients of Unpaid Work are invariably positive about the quality of work carried out.	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.

Our Plan for Improvement

1. Early Years
Key Aims
<p>To work alongside and provide support to families with children from pre-birth to 5 years in order to improve their health and wellbeing</p> <p>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</p> <p>To develop ways to support speech, language and communication capacity, including inclusive communication with children, young people and parents</p> <p>To improve the support and inclusion of children and young people with a disability or complex needs</p> <p>Establish an Early Years/ASN Pathway to ensure that the right children and their families get the right support at the right time.</p>
What we intend to do
<p>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.</p> <p>We will support all nurseries to provide family learning opportunities for families to understand the impact of their involvement in their child's learning.</p> <p>We will continue to train and support staff to deliver and monitor the impact of PEEP Learning Together programmes and the PEEP Progression Pathway</p> <p>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.</p> <p>We will extend eligible children's entitlement to high quality ELC to 1140 hours by September 2020.</p> <p>We will develop and deliver a series of professional development sessions for new and existing staff in all sectors of ELC.</p> <p>We will extended the Leadership Programme for all Early Years Middle Managers to increase capacity.</p> <p>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.</p>

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

	<u>Baseline</u>	<u>Target</u>
Increase the number of 1140 hours nursery places. (CP)-	556 (2018/19)	2,866 (2020/21)
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% (2020/21)
Increase the percentage of children meeting all of their developmental milestones at their 27-30 month review (TP, LGBF, NIF)	76% (2016/17)	80% (2020/21)

2. Learning, Attainment and Achievement
Key Aims
<p>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</p> <p>To identify and provide extra relevant and proportionate support to children and young people at risk of not achieving their potential</p> <p>To support children and young people through transitions from primary to secondary school and from secondary school to Further/Higher education, training and employment</p> <p>To enable families to be active and healthy through a range of opportunities relating to play, exercise, sport and nutrition</p> <p>To provide families with easier access to a range of relevant services which also strengthen their links with and involvement in schools</p> <p>To reduce the number of children and young people who require to be formally Looked After by the local authority</p>
What we intend to do
<p>We will work with schools to ensure the consistent delivery of high quality learning and teaching in all establishments</p> <p>We will extend universal and targeted Career Long Professional Learning opportunities to all staff including pedagogy and leadership development</p> <p>We will review and implement a revised School Improvement Framework including a greater degree of targeted and proportionate support and challenge for schools</p> <p>We will implement Dundee's Attainment Challenge plan for raising attainment and closing outcome gaps as outlined in the Scottish Attainment Challenge delivery plan</p> <p>We will ensure full implementation of GIRFEC in line with the GIRFEC Delivery Group plan</p> <p>We will review and improve the learning estate including through community hubs and where appropriate collaborative improvements with Angus and Perth & Kinross Councils</p>

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.

Impact of what we intend to do 2019-2022

	<u>Baseline</u>	<u>Target</u>
Increase the percentage of primary school children (P1, 4, 7 combined) achieving their expected Curriculum for Excellence in literacy. (NIF)	65% (2017/18)	73% (2020/21)
Increase the percentage of primary school children (P1, 4, 7 combined) achieving their expected Curriculum for Excellence in numeracy. (NIF)	74% (2017/18)	76% (2020/21)
Increase the percentage of school leavers attaining literacy and numeracy at SCQF level 5 or better. (CP, TP)	54% (2017/18)	64% (2020/21)
Increase the overall average tariff score (CP, LGBF)	686 (2017/18)	875 (2020/21)
Increase the average tariff score for pupils in deprived areas (CP, TP, LGBF)	484 (2017/18)	750 (2020/21)
Improve attendance rates at school. (CP, LGBF)	92% (2016/17)	94% (2020/21)
Increase the percentage of school leavers entering a positive destination (CP, TP, LGBF)	91.5% (2017/18)	93% (2020/21)

3. Health and Wellbeing	
Key Aims	
<p>To improve the mental health, wellbeing and resilience of children and young people through early advice, support and education.</p> <p>To improve physical and mental health through increased participation in play, physical activity and sport alongside healthier food choices.</p> <p>To increase the number of schools planning a progressive programme of learning on substance misuse with partners.</p>	
What we intend to do	
<p>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</p> <p>We will raise awareness of Adverse Childhood Experiences with partners and wider school communities.</p> <p>We will further implement and embed the nurturing and trauma-informed approaches framework in all schools and care placements</p> <p>We will ensure all schools have participated in relevant mental health training for all teaching and support staff.</p> <p>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.</p> <p>We will establish a range of health and wellbeing measures to help us to understand the impact of additional supports</p> <p>We will support schools to increase the number using play and outdoor learning interventions to improve children's social and emotional wellbeing</p> <p>We will contribute to the development and implementation of regional strategies, such as on Parenting, Mental Health, Substance Misuse and Child Healthy Weight</p>	
Impact of what we intend to do 2019-2022	
	<p><u>Baseline</u> <u>Target</u></p>
Baseline measures to be established for the following:	
Number of schools with increased physical activity, including Daily 15	

Number of schools achieving school sport award		
Number of schools providing family cooking and gardening programmes		
Number of schools completed Nurture and Trauma-informed training	32	43
Number of pupils in S1/2 supported by AIM for Schools	175	225
Number of schools implementing nutritional guidelines		
Number of secondary schools engaged in the Mentors in Violence Programme		

4. Inequalities
<p>Key Aims</p> <p>To contribute towards reducing child poverty with a particular focus on vulnerable groups and an emphasis on income maximisation and wider holistic support</p> <p>To ensure that Looked After Children and Young People are placed with local carers where they retain ties with their local community and school</p> <p>To ensure that Looked After Children are cared for in high quality kinship, foster, children's home and external residential environments</p> <p>To increase the attendance and attainment of Looked After Children and positive destinations after leaving school</p> <p>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</p> <p>To ensure that young people who have committed offences receive timely, relevant and proportionate support</p> <p>To ensure that families with children who have a disability have access to high quality respite services which meet their needs.</p> <p>To increase the accessibility of the communication, curriculum and physical environment in schools to include diverse range of pupils' learning and communication needs.</p> <p>To ensure that transitions for young people with complex needs, including mental health, are person-centred, timely and lead to positive destinations.</p> <p>To improve attainment for children and young people who have additional support needs, including those with protected characteristics.</p> <p>To increase the diversity of attainment & achievements gained at primary and secondary school</p>
<p>What we intend to do</p> <p>We will implement and monitor Breakthrough Mentoring for Looked After Children in all 8 secondary schools and Rockwell Learning Centre, including post-school destinations.</p> <p>We will develop nurturing approaches in all Looked After Children placement settings including kinship care, foster care, children's houses and external residential placements</p> <p>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.</p>

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>2019/20</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% (2020/21)	85%

Increase the percentage of looked after school leavers entering a positive post-school destination (CP, TP)	87% (2017/18)	91% (2020/21)	93%
Reduce the exclusion rate (exclusions per 1,000 pupils) for looked after children ¹ (CP, LGBF)	112 (2016/17)	n/a since in LGBF	40
% of children being looked after in the community (LGBF)	88% (2017/18)	88% (2020/21)	90%
% of Looked After Children with more than 1 placement in the last year (LGBF)	25% (2017/18)	29% (2020/21)	25%
Cost per child per week of children looked after in residential based services (LGBF)	£3,634 (2017/18)	£4105 (2020/21)	£4000
Cost per child per week of children looked after in a community setting (LGBF)	£559 (2017/18)	£623 (2020/21)	£500
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 leaves with ASN		87%	91%

¹ As measured using local data.

5. Child Protection
<p>Key Aims</p> <p>To identify and provide early support to children and young people at risk of significant harm from others or to themselves or others</p> <p>To keep children and young people safe within their own families with positive and supportive relationships and attachments to their parents, carers and siblings</p> <p>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</p> <p>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</p>
<p>What we intend to do</p> <p>We will implement new approaches towards prevention and early intervention, including ANEW, What Matters 2 U, FORT and TATC arrangements</p> <p>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</p> <p>We will implement consistent approaches towards internet safety and bullying in all schools and Looked After Children placements</p> <p>We will deliver a voluntary early intervention domestic abuse programme and a statutory Caledonian Programme to male perpetrators of domestic abuse</p> <p>We will implement a Transforming Public Protection Programme (TPPP) to improve practice in chronologies, assessments, plans and quality assurance</p> <p>We will review commissioned services to ensure they are appropriately focused on key priorities relating to vulnerable families</p> <p>We will develop and implement processes to systematically obtain and where appropriate act on the views of parents/carers and children and young people</p> <p>We will develop a parenthood project alongside the Scottish Prison Service/Education Scotland</p> <p>We will further engage schools in the Mentors in Violence Programme to reduce violent incidents</p>

Impact of what we intend to do 2019-2022			
	<u>Baseline</u>	<u>2019/20</u>	<u>Target</u>
Increase the percentage of audited social work files with chronologies in place (CPP)	64% (Q3 18/19)	95% (2020/21)	98%
Increase the percentage of audited Child's Plans judged good or better (CPP)	42% (Q3 18/19)	95% (2020/21)	95%
Increase the percentage of audited assessments judged good or better (CPP)	71% (Q3 18/19)	90% (2020/21)	95%
Reduce the percentage of children and young people re-registered within 18 months(CP, LGBF)	11% (Q3 18/19)	2% (2020/21)	3%
We will also assess our impact based on the new national indicators within the "National Child Protection Dataset", which is currently under development.			

6. Community Justice

Key Aims

To implement a range of interventions across the youth and criminal justice systems from Diversion from Prosecution through to Community Payback Orders and Resettlement

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

To reduce the number of people receiving short-term prison sentences through robust community based alternatives

To deliver Unpaid Work projects in agreed placements across the city and ensure that recipients are satisfied with the work

What we intend to do

We will work in partnership with the Crown Office to increase the number of people Diverted from Prosecution

We will provide specialist services for young people aged 16-17 years appearing in the Sheriff Court for sentence

We will invest in Bail Mentoring to ensure that supported Bail is available to the Sheriff Court as an alternative to remand.

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.

We will provide targeted interventions to people with specific needs, such as substance misuse and mental health

We will deliver accredited group work programmes to people assessed as medium to high risk of harm having committed sexual or domestic abuse offences

We will work in partnership with NHS Tayside, Police Scotland, the Scottish Prison Service and other partners to supervise and monitor Registered Sex Offenders

We will work with the Scottish Prison Service and other partners in the development of a new Community Custody Unit for women

We will work with the Scottish Prison Service to develop effective resettlement from custody

We will implement, monitor and analyse an outcomes framework to monitor the progress of people receiving services and use this to inform improvements
 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

Impact of what we intend to do 2019-2022

Measure	Baseline	2019/20 Results	2021/2022 Target
Increase the number of adults commencing Voluntary Assistance	146 (2017/2018)	174	190
Increase the number of 16-20 year olds taking up Voluntary Assistance	10 (2017/2018)	10	15
Reduce Custody as a main outcome of a CJSW report	213 (2017/2018)	206	200
Sustain a successful completion rate for CPOs in line or above with the national average (70%)	81% (2017/2018)	68%	75%
Increase the number of Diversion cases completed successfully	55 (2017/2018)	67	75
Reduce the Reconviction rate	27.2% (2015/2016)	25% (2017/18 - Latest avail data cohort)	26%
Reduce the average number of Reconvictions per person committing offences	0.46 (2015/2016)	0.44 (2017/18 - Latest avail data Cohort)	0.4
Increase the combined percentage of successful DTTO and CPO with a Drug Treatment Requirement completions	29% (2017/2018)	26%	35%
Maintain the percentage of recipients satisfied with UPW placements	100%	100%	100%
Increase the percentage of those on UPW satisfied with the support provided	80%	92%	85%

7. People and Resources
Key Aims
<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>
What we intend to do
<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>

Impact of what we intend to do		
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.		
8. Communities and Family Views		
Key aims		
To ensure that services are understood and can be accessed by children, young people and families when required		
To ensure that the current and future needs of children and families in Dundee are known and understood		
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		
What we intend to do		
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		
Measure	Baseline	Target
Percentage of primary school parents who are satisfied with how the school engages with them	66% (2018/19)	75%
Percentage of secondary school parents who are satisfied with how the school engages with them	44% (2018/19)	67%

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.



**CHILDREN AND FAMILIES SERVICE
IMPROVEMENT REPORT 2019-20
(EDUCATION SERVICE)**

Priority Area	Strengths	Areas for Improvement
<p>Early Years</p>	<p>CSC support for children and families during lockdown period</p> <p>From Monday 30th March 2020, 7 early years` Community Support Centres were opened, geographically spread across the city. A small number of private nurseries also worked in partnership with DCC to provide additional places for children, aged 0-5 years.</p> <p>This service was provided continually, including throughout planned school holiday/closure days until Tuesday 4 August 2020. Over this period, 515 children attended the early years CSC provisions, 285 in LA settings and 230 in PP settings. Over this period, nursery staff proactively contacted those families considered to be vulnerable or in need of support and achieved weekly communication with on average 70% of the identified families over this period. There is confidence (drawing on data collected by SW) that virtually 100% of all children classified as most vulnerable were seen weekly.</p> <p>Developing high quality, flexible early learning and childcare provision for 3-5 year olds and eligible two year olds across the city</p> <p>External Inspections</p> <p>7 early year's settings in Dundee were inspected between December 2019 and March 2020</p> <p>86% (6 out of 7) were rated Very Good for Quality of care and support</p> <p>100% (3 out of 3) rated Very Good for Care and Support.</p> <p>100% (2 out of 2 assessed) rated Very Good on Quality of management and leadership</p> <p>Extend eligible children's entitlement to high quality ELC to 1140 hours by August 2020</p>	<p>Since the Reopening of ELC Services, each nursery has agreed and implemented a Covid-recovery Plan, based on prevailing public health guidance and risk assessments. All services will be contacted/visited by an officer from DCC prior to December 2020 in order to continue to support the recovery process and ensure continuing quality ELC provision for children and families.</p> <p>Maintain the number of LA ELC settings achieving CI grades of good or above (LGBF) (95%)</p> <p>Should inspections continue during 2020/21, improve percentage of settings achieving very good for Quality of care and support from 86% to 100%</p>

Priority Area	Strengths	Areas for Improvement
	<p>All eligible children can access 1140 hrs from September 2020.</p> <p>Developing the Young Workforce</p> <p>10 MA EYEs progressed to year two of their apprenticeship in 19-20. All have gone on to positive destinations. 8 completed their SVQ 3 have gone on to secure permanent employment with DCC as EYEs, 1 MA EYE has secured employment as an EYSA and will complete an SVQ 2. 1 MA was referred to Access to Work and is now in supported employment. In 19-20 the training model for MA EYEs was strengthened with CLPL sessions from the Early Years central team and establishments providing a termly report so that any issues could be identified early and support for the MA EYE put in place.</p> <p>Changes were also made to the recruitment process to ensure that we were employing young people with the skill set needed for ELC.</p> <p>The early years team work closely with the MA co-ordinator to support the MA EYEs and ensure that they are supported to find positive destinations if ELC is not suitable for them. MA's</p> <p>Extending the Leadership Programme for Early Years Middle Managers</p> <p>14 Senior Early Years Practitioners participated in the Leadership Programme facilitated by the Mudd Partnership</p> <p>Internal evaluation shows that of the 10 respondents, 9 out of 10 participants indicated the programme fully met their expectations (rating 5) in all 5 aspects of the programme. 1 respondent indicated 2 aspects fully met their expectation whilst 3 aspects were rated as 4. Aspects evaluated were</p> <ul style="list-style-type: none"> • Taking a Coaching Approach • Difficult Conversations 	<p>Complete Capital Programme by Aug 2021</p> <p>Develop a consistent training plan for all placements to ensure that all MA EYEs are offered the same opportunities and to ensure that on completion they are fully able to carry out all aspects of their role as an EYE to a high standard.</p>

Priority Area	Strengths	Areas for Improvement
	<ul style="list-style-type: none"> • Learning into Practice • Coaching • Overall Usefulness of the Programme <p>Involving a further group of nurseries in the Attainment Challenge project with Speech and Language Therapists, using pre and post measures.</p> <p>Data collected at a local level shows two Speech and Language programmes used as part of the Attainment Challenge in 16 nurseries are continuing to have a positive impact on information, grammar and listening.</p> <p>Improvement in phase 3 nurseries beginning October 2019 is evidenced below;</p> <p>Nursery Narrative</p> <p>2019/20 Children had increased their Age Equivalent level by 7.9 months for information. Due to the limited assessment period, Grammar scores remained at -0.1 months.</p> <p>Teaching Children to Listen (TCtL)</p> <p>2019/20 The average score pre the TCtL programme was 10.4. Post the TCtL programme this increased by 2.8 points to 12.9.</p> <p>During the period of lockdown and education closures the Speech and Language Therapists in the Attainment challenge were in contact with all the nurseries involved with this project to discuss what support the staff needed from the team in order to support the families at home. It was really positive to see and hear how many of the nurseries from cohorts 1 and 2 have been able to produce their own resources for the programmes for sharing with families, · linked with the family learning leads to consider quantity and quality of information shared with families, mindful of financial and digital capabilities of families in our nurseries. · provided scripts to use and video clips</p>	<p>13 Middle Managers access the programme Oct 2020-April 2021 and post programme evaluations show the programme fully meets their expectations</p> <p>Ensure coaching skills are embedded in practice. Ensure self -reflection continues with other Senior Managers within and across settings.</p> <p>Pre and post measures show continued improvement in both Nursery Narrative and Teaching Children to Listen.</p>

Priority Area	Strengths	Areas for Improvement
	<p>explaining activities from our programmes for sharing with families on social media. · produced new resources for the programmes for nursery staff to use with children as the nurseries reopen. · will access online training from the programme authors regarding adapting delivery of Teaching Children to Listen. · linked in with other SLT services across the UK to keep up to date with ideas for family support.</p> <p>Family Learning</p> <p>Due to Covid 19 and an interruption to service delivery, the collection of a full data set for family learning activity in 2019/2020 has been delayed.</p> <p>However, during the summer term of 2020 and whilst children were learning at home, a range of creative activities to support families were undertaken by all local authority nurseries, with responses being matched to local need. A range of engagement methods were used to stay in contact with families and provide support for learning at home, this included telephone conversations, emails, Class Dojo and twitter. Many nurseries distributed learning at home packs with resources and these proved very useful and popular with families. Nurseries also supported families to access any additional support they needed, for example, financial help and food support.</p> <p>All Early Years Educator (EYE) Families staff have participated in Solihul Approach training and will be beginning to use this approach in their work with families. It was evident that the Solihul Approach was being used by practitioners in their work with families during the stressful first few months of the pandemic. All EYE Families staff recognised that this training had helped them understand how best to respond to families in this challenging situation.</p> <p>Between April and June 2020 All EYE Families staff continued to use their knowledge of families and consulted with families to ensure what they offered would be of most use to families.</p> <p>All EYE Families staff used sound values, skills and knowledge to carefully plan a considered response to</p>	<p>Family Learning Facilitation</p> <p>PDOs are supporting settings to explore new ways to facilitate family learning whilst unable to work face to face.</p> <p>Settings will be supported to continue to explore sway as a tool to support family learning, alongside methods used during lockdown, such as twitter, Class Dojo, telephone calls and emails.</p>

Priority Area	Strengths	Areas for Improvement
	<p>support families at this challenging time. Settings demonstrated that they were flexible and adaptable.</p> <p>Practitioners also worked well to share practice and experience across settings, learning from their own reflections and the reflections of others.</p> <p>Peep</p> <p>PDOs are working to support practitioners to adapt facilitation of the Peep Learning Together Programme to enable families to access this programme whilst we are unable to meet face to face. Initially the programme will be trialled using a combination of sway/word documents and telephone discussions. There is the potential that this method of facilitation will enable a wider group of families to participate in this programme. We hope to work with a small number of nurseries on an improvement project to find out if this model increases facilitation and uptake of the programme.</p> <p>Solihul/ Tayside Parenting Strategy</p> <p>95 practitioners were trained in the Solihul Foundation Approach between September 2019 and March 2020. The training of 20 practitioners was interrupted by the lockdown and will complete this training virtually on the November 2020 in service day.</p> <p>.</p> <p>Implement the Funding Follows the Child Policy underpinned by the ELC National Standard</p> <p>Following a tender process, 14 new providers met the requirements to deliver 1140 hrs of ELC and were awarded a contract for 3 years with the option to extend by 2 years.</p> <p>All existing providers achieved funded status- 2 did not fully meet the quality standard and have been awarded a contact with an improvement period notice.</p> <p>Play on Pedals</p>	<p>Scottish Government funding has been awarded for additional Peep training places and accredited Peep Progression Pathway places for families. A plan is being developed and training will begin in November 2020.</p> <p>Virtual SFA training of early years practitioners will continue on teams, during 2020/2021</p>

Priority Area	Strengths	Areas for Improvement
	<p>All LA Nurseries received additional bikes and helmets; this supported our ever-growing numbers of young children, who can now successfully ride a pedal bike, before entering P1. A further maintenance package was purchased to allow our fleet of bikes to be in full working order.</p> <p>Work with local IT to develop a local option for the Dundee Children and Families Information Service.</p> <p>As the National platform continued, this work did not progress beyond initial scoping.</p> <p>From monitoring of the FIS Service over 2019 we know that service users who have contacted via Helpline or Email for information are 67% Parents/Carers, 6.3% Other Professionals, 5.2% Council Colleagues, 5.8% Voluntary Group</p> <p>Website use has become the main source in reaching the FIS in order to make a request for information (50.8%). Email is the main contact method (60%) and facebook messaging is also used (11%). This has also meant we have been able to move away from more traditional advertising reducing costs. (2019 Information Request Analysis)</p>	<p>Procurement and contracting of new providers by April 21 for contract 1st August 21.</p> <p>Due to health and safety guidance, parents have been unable to borrow bikes from our LA Nurseries. This would require further developments, involving our health and safety, and also legal teams.</p> <p>Due to the decommissioning of the national www.families.scot website we are now starting to work with local IT to develop a Dundee Family Information Service website.</p> <p>This meets the Council's Channel Shift in aiming to provide high quality digital services to the citizens of Dundee and provides easier access to services available online.</p>
OSC	<p>54 OSC staff attended introduction to supporting learner events on the following topics:</p> <ul style="list-style-type: none"> • Autism Training • De-escalation 	<ul style="list-style-type: none"> • We will work with OSC Clubs and Network committee to review Governance and future structure of Dundee OSC • We will continue to offer training for OSC Staff

Priority Area	Strengths	Areas for Improvement
	<ul style="list-style-type: none"> OT Sensory Training <p>12 Dundee OSC clubs and 2 Local Authority representatives attended partnership event hosted by Children and Families, Scottish Government Out of School Care Team and SOSCN to review Scottish Government Out of School Care Framework. Event rated good to excellent in feedback.</p> <p>Consultation response completed for Scottish Government Out of School Care Framework by both DCC Children and Families, Dundee Out of School Care Network as well as individual clubs.</p> <p>Over £28,000 of funding obtained by Dundee OSC from Third Sector Resilience Fund</p> <p>2 OSC Managers completed BA Childhood Practice funded by LA</p>	<ul style="list-style-type: none"> We will work with OSC to improve the number of clubs achieving CI grades of good or above
Learning, Attainment and Achievement	<p>Literacy</p> <p>GTCS accredited Professional Recognition in Teaching Reading course – 8 primary teachers and 3 secondary teachers gained this recognition delivered by Literacy ESOs to provide an enhanced level of professional knowledge and understanding, practitioner enquiry and leadership in their schools.</p> <p>Literacy intervention Fresh Start continues to have a sustained impact in secondary schools with evidence over time that numbers requiring this intervention are reducing (13% to 6% over last 4 years).</p> <p>Scaling of improvement project at Longhaugh</p>	<p>Literacy</p> <p>Continuation of this programme to ensure enhanced professional learning and sustainability.</p> <p>Continue to monitor this particularly in view of Lockdown and the impact on literacy levels at this key transition point.</p>

Priority Area	Strengths	Areas for Improvement
	<p>(report 2019) has supported renewed increase in attainment P1-4 at last available data point. (Oct 2019)</p> <p>Literacy ESOs and Pedagogy Teacher provided targeted literacy support to schools for improving writing, including bespoke professional learning, coaching and modelling, PDSA cycles, practitioner enquiry. Improvements in school literacy pathways using Progression Frameworks. Improvement of school's interrogation of data using QI tools to design and measure improvement projects and inform professional learning.</p> <p>During Lockdown home/ blended learning resources and CLPL provided through a centralised Microsoft Team for all teachers in Dundee.</p> <p>Microsoft Teams have been created for all networks-early, primary, secondary in addition to al CLPL courses provided to provide a platform for professional dialogue, sharing resources and evidence-based practice.</p> <p>Participation in Voice 21 development programme by 22 primary school teachers, 2 special school teachers, 8 secondary school teachers. In addition, 4 secondary schools and 1 primary school engaged in Partner Programme to provide CLPL and support for effective pedagogies for planning learning, teaching and assessment in listening and talking including increased confidence in professional judgements of progress in listening</p>	<p>Continue to share improvement data from schools through reading leader network. Focus on interventions for recovery as there was very diverse engagement with learning to read during lockdown (between 10-80% with average 39%)</p> <p>School measures require to be collated to identify impact targeted support</p> <p>Measuring and Monitoring impact of CLPL and Blended Learning resources provided</p> <p>Use of analytics of Microsoft Teams to measure the success of this as a platform for sharing practice, professional networking and delivering CLPL.</p> <p>This programme has carried over into Session 20/21 in order to effectively measure impact.</p> <p>Create a Reflective Reading Microsoft Team to share resources, create opportunities for professional dialogue and provide a platform for moderation across the city.</p> <p>Increased awareness and uptake of CLPL: Following the pedagogy team inputs during NQT days, many NQTs have joined some of the Centrally offered 3 parts CLPL on offer.</p>

Priority Area	Strengths	Areas for Improvement
	<p>and talking.</p> <p>134 additional teachers this session (total 307 teachers) participated in CLPL in the Reflective Reading approach to improving pupil's skills in understanding analysing and evaluating/ find and using information in reading. Impact measures included increased confidence, improved progression pathways at school level, tracking and monitoring procedures, increased opportunities for moderation within and across levels.</p> <p>NQT Literacy Professional Learning showed increased confidence levels from 2.6/ 5 to 3.9/ 5 over the course of the session.</p>	<p>Development of NQT Programme in line with DCC Learning and Teaching Policy and the Literacy strategy.</p>
	<p>Numeracy</p> <ul style="list-style-type: none"> • In partnership with Education Scotland, we supported the school to raise attainment in Numeracy & Maths. We observed classes & fed back to SLT and ran a series of CUiN CLPL refresher sessions, based on our observations, needs identified by staff, and SLT knowledge. Barnhill's 19/20 HMIE inspection was very positive. • Monthly Sumdog data continues to show improvement amongst schools who support the use of Sumdog, both at home & school. Home Learning from March to June saw a high increase in engagement at home. (% needed) • La Salle have provided CLPL to all staff in 19/20. This has been well attended on all occasions. Secondary staff have responded 	<p>Numeracy</p> <ul style="list-style-type: none"> • Sumdog will be available for all P3-7 children across the authority in 20/21. Data is continually shared with HTs & uptake in Primary is generally high. Secondary schools have had less engagement in 19/20. There are various reasons for this, including time & resources available. • Presentation style proved to be more suited to Secondary than Primary. • 20/21 focus on Secondary staff. PT Curriculum Network to have input on future CLPL content. • Bespoke programme of support being devised for Grove Secondary School as a pilot project. • TRIC project to be completed 20/21 after pandemic delay in 19/20.

Priority Area	Strengths	Areas for Improvement
	<p>well to the CPAL aspect of the Mastery approach advocated and there is evidence of an increase in use of manipulatives across Secondaries. Observation at Morgan Academy has shown a consistent approach across the Maths department. Children are offered a variety of support resources and are familiar with them.</p> <ul style="list-style-type: none"> • This has led to the Morgan cluster volunteering to take part in a TRIC transition project in Numeracy, primarily focussed on CPAL approaches. 	<ul style="list-style-type: none"> • Dundee Cluster, (Morgan), to take part in a TRIC transition project in Numeracy, primarily focused on Concrete, Pictorial, Abstract Learning (CPAL) approaches. • Maths PT network planned future CLPL input to upskill staff in this approach.
	<p>Pedagogy Team - Key interventions</p> <ul style="list-style-type: none"> • In partnership with Dundee schools the pedagogy team promote excellence and equity in learning and teaching in order to raise attainment for all. The team: <ul style="list-style-type: none"> ○ provide targeted support ○ promote the use of impact measures and evaluation tools ○ build capacity through professional learning activities informed by research ○ foster teacher agency by facilitating collaboration and networking. • Ensure CLPL complies with Dundee's Standard for CLPL • Build Measurement of impact into all training • Use data analysis support as required • Plan a training calendar, bespoke to the school where required • set up a CLPL catalogue in which schools could see at a glance the training offer across the city and direct staff accordingly. 	

Priority Area	Strengths	Areas for Improvement
Health and Wellbeing	<p>Prior to the pandemic, children and young people in nursery and school communities participated in a wide range of universal and targeted HWB interventions. Whole school approaches to Nurture, alongside use of the National Practice Model for identifying vulnerability, provided a robust basis for staff to be proactive in maintaining contact with vulnerable children and families throughout lockdown and track their wellbeing. In doing so, this supported the return to school/nursery. We have supported schools to increase the use of play and outdoor learning interventions to improve children's social and emotional wellbeing</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. Mental health and wellbeing pathways now have greater clarity through the Emotional Health & Wellbeing Strategy in the TRIC, which includes a collaborative approach to Counselling in Schools. The provision for eligible children over 10 years old will be in place from November 2020.</p>	<p>We have not been able to continue with all of the HWB interventions since August due to Covid restrictions, such as the number of external staff visiting schools and movement which risks infection being transmitted.</p> <p>While some of our measures of Health & Wellbeing are not yet robust enough for us to be confident about where there are improvements in children and young people's wellbeing, data collection and analysis of vulnerable children and young people during lockdown has provided us with a benchmark from which we can now track changes since return to school/nursery.</p> <p>We aim to have further supports and services in place for community mental health & wellbeing from January 2021 which will require coordination and alignment within our TATC and GIRFEC framework, e.g. Flexible Family Support.</p>
Inequalities	<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. Partnership working and support for families was strong during lockdown. We intend to</p>	<p>Engagement with some vulnerable young people and their families during and post-lockdown has required creative and flexible/ individual approaches. In order to scale up beyond case level, we are piloting a collaborative improvement programme with the CYPIC for the remainder of this year.</p>

Priority Area	Strengths	Areas for Improvement
	<p>sustain this collaborative approach through the Flexible Family Support Framework, led by Third Sector heads of service.</p> <p>Planning provision for the number of children and young people being supported within our communities with complex additional support needs/disabilities has led to three more primary schools having enhanced support areas for children with complex Autism. This has been designed and delivered in collaboration with SLT and our Accessibility & Inclusion Service.</p>	<p>Transitions for some young people with complex needs, including mental health, were adversely affected by the pandemic. We have promoted early planning for transition this year in order to minimise the impact of any further disruption this year.</p> <p>Staff development and training has been affected by the pandemic and we have not been able to carry out the range and scale of what was planned for. We will liaise with Education Scotland to agree on areas in which they can support our delivery of targeted programmes this year.</p>
Child Protection	<p>In response to lockdown, the assessment, planning and monitoring for children and young people who were in need of protection from harm was undertaken in collaboration with social work managers and staff to RAG all children and young people across our schools and nurseries. The National Practice Model was used as a basis for assessing vulnerable children and young people at risk. Guidance was developed and issued across the Dundee Partnership to promote a consistent response from all agencies. Dundee had a relatively high number of vulnerable children and families who used the Hubs during lockdown and all children had at least weekly contact from either school/nursery or social work staff depending on the level of risk.</p>	<p>We are revising our guidance and practice in order to build on the success and learning from the lockdown period. In particular there will be a focus on hidden harm and early identification of need and risk. Our management information system (Mosaic) provides us with data in relation to Wellbeing which we can make better use of for tracking and monitoring over the school session.</p>
People and Resources	<p>Lockdown strengthened integrated partnership working eg NHS, Children Services approach to vulnerable children.</p>	<p>Digital Learning (and laptops)</p> <p>Need to embed in ongoing practise</p>

Priority Area	Strengths	Areas for Improvement
	<p data-bbox="801 193 1088 220">Additional Covid staff.</p> <p data-bbox="801 260 1429 387">High levels of support from staff from all sectors to volunteer in our Community Support Centres to ensure the ongoing provision of education and critical childcare during lockdown</p>	<p data-bbox="1458 193 2089 256">Continue to monitor and review staff resource to build in flexibility to cover developing situations.</p>

Improvement Priorities 2020-21

We have rolled forward our 2019/20 plans for the Service and our Schools and establishments therefore the areas of priority remain the same for 2020/21. However, we are continuing to work in Covid Recovery and are responding flexibly to the needs of individual schools and establishments as well as our service within that context.