

The Edinburgh Children's Partnership Children's Services Plan 2017 to 2020



Annual Report for Year 2 2018-19

Introduction

This is the second annual report by the Edinburgh Children's Partnership setting out the progress made in delivering the vision and outcomes set out within our three-year Children's Services Plan (2017 to 2020).

Statutory Guidance on Part 3 (Children's Services Planning) of the Children and Young People (Scotland) Act 2014, requires that each local authority, here being the City of Edinburgh Council, and the relevant partner health board, here being NHS Lothian, must publish an annual report demonstrating:

- How children's and related services have been provided in accordance with the aims and objectives we set in our Children's Services Plan.
- That our service provision has achieved the five aims of statutory children's services planning (see Appendix 1).

This report contains the following sections.

What we said we are going to do

A summary of the vision, strategic outcomes and objectives and the core principles underpinning the work we do with children, young people, families and communities as set out in the Children's Services Plan 2017-20.

How we will know we are making progress

A description of the governance and reporting arrangements put in place to ensure we are able to monitor and communicate the progress of work within the plan.

The progress we have made in the past year

A description, structured around the five strategic outcomes, of what has been working well for partners and achievements during the second year of the plan alongside some of the key challenges being faced.

The priorities for the next year

A summary of the key priorities for the year ahead emerging from the ongoing work within the plan as well as from the various self-evaluation and engagement activities undertaken by partners.

What we said we are going to do

At the heart of this Children's Services Plan is an ambition to create a child friendly city, where children and young people's rights are respected. There is also a focus on strengths-based and restorative practice, where preventing problems becomes as important as dealing with crisis.

The aims of this plan are aligned with the Edinburgh City Vision 2050. Children and young people across the city helped shape this vision and the things they said that were most important to them are education and schools; physical and mental health; transport and cycling; sport and physical activity; and housing. Delivery of this Edinburgh Children's Services Plan will ensure that children and young people's views are responded to.

The Edinburgh Children's Partnership's vision is:

'Edinburgh's children and young people enjoy their childhood and achieve their potential'

Towards delivery of this vision, our work is structured around five Strategic Outcomes which sit at the heart of all our planning along with 25 improvement objectives. Over the period 2017 to 2020, the Children's Partnership is committed to ensuring that Edinburgh is a city in which:

1. Every child will have the best start in life.
2. Children and young people's attendance, engagement and achievement will be improved and the poverty related attainment gap will be reduced.
3. Every child and young person will have good wellbeing and achieve the best possible health.
4. Equity amongst children and young people and their families will be advanced.
5. Children and young people, their families and their communities will be empowered to improve their wellbeing.

This plan is built around a set of core principles that guide everything we do as a Partnership. We are committed to ensuring that we:

- Place children and young people at the centre of practice
- Focus on strengths and building resilience
- Prioritise prevention
- Improve fairness
- Listen to and respond to children and young people

Appendix 2 summarises this vision and the 25 objectives sitting underneath the five strategic outcomes.

How we will know we are making progress

The Edinburgh Children's Partnership is responsible for coordinating delivery of the improvement actions and objectives outlined in our plan. The Partnership, which meets on a bi-monthly basis, comprises representatives from the City of Edinburgh Council, the voluntary sector, NHS Lothian, the Scottish Children's Reporter Administration, Police Scotland and Edinburgh College.

To take forward the delivery of the plan and reporting progress on this, joint strategic leads were identified for each outcome from across the partners. Additionally leads, joint where possible, were identified for each of the 25 objectives.

A schedule of progress briefings across the year was established to allow joint strategic leads to update the Partnership. These briefings included what is working well, what is a key challenge and what are children, young people and the wider community telling us. These briefings were also an opportunity to seek further support from the Partnership if required and to set out the priority actions for the year ahead.

The Partnership meetings also allow for reports relating to any of the objectives, core principles or other wider developments to be presented and discussed.

In addition to the progress briefings and associated papers, the Partnership looked to establish a set of indicators that could be used to provide another view of progress across the strategic outcomes and objectives set out in the plan.

As the plan progresses it is expected that these, and other measures where available, will be used to complement the narrative provided through the progress briefings. Together this will describe progress towards achieving the strategic outcomes of the plan. The set is provided in Appendix 3.

A performance and improvement sub – group of the Partnership has been established to oversee and co-ordinate self-evaluation work around the Five Strategic Outcomes set out within the plan, deliver and evaluate wider improvement activities.

The progress we have made in the past year

The following sections set out for each strategic outcome and related objectives what has been working well and what the key challenges are.

Strategic Outcome 1

Every child will have the best start in life

Objectives
Implement the new universal pre-birth to pre-school pathway
Continue to provide high quality early years services across the city whilst implementing the increase in hours to 1140
Improve early years pathways for young disabled children
Improve partnership working in the provision of early years services
Increase the percentage of children across all SIMD quintiles reaching developmental milestones

Implement the new universal pre-birth to pre-school pathway

What is working well

Health Visiting staff are reporting that the pathway is being well received by the client group. In particular the client and professional negotiation of need for service enables flexibility within universal pathway delivery. Our electronic record keeping system has been redesigned for universal pathway data capture and practitioner ease of entry.

Routine Enquiry and DASH Risk assessments have been rolled out for use by all Health Visitors. Children and Young Person Improvement Collaborative is supporting service improvements e.g. development of the antenatal contacts as part of universal pathway.

All Health Visiting staff are trained to deliver Solihull Training across Lothian in recognition of junior workforce.

For those going to school in the summer of 2020 intake, the new 4-5 year CHS assessment will be introduced.

What the key challenges are

The service redesign of health visiting is a significant transformational change, for both increasing the qualified health visitor workforce numbers and change in model of delivery. The trajectory to the Scottish Government target is constantly under pressure due to a variety of factors outwith our direct control, e.g. maternity leave, retirements.

Continue to provide high quality early years services across the city whilst implementing the increase in hours to 1140

What is working well

The City of Edinburgh Council's Early Years Service started phasing in 1,140 hours of funded Early Learning and Childcare (ELC) in August 2017. 49 local authority settings and 22 partner providers are now providing the increased funded hours to children aged 3-4 years eligible 2 year olds in their settings, enabling approximately 2,000 children and families to benefit from access to the increase funded hours in advance of August 2020, when 1,140 hours will become an entitlement.

Overall feedback from settings involved in phasing in the expansion continues to be positive.

Our workforce development plan to support the delivery of the programme is on schedule with approximately 300 of the estimated required 650 staff recruited to date.

What the key challenges are

The funding gap between our local expansion estimates and the allocated Government funding presents a risk that we will be less able to provide flexible models of delivery for the 1140 hours to support parents being able to access work. This risk has been increased by the fact that the cost returned following the tender process for new build nurseries is significantly higher than estimated.

Improve early years pathways for young disabled children

What is working well

Our Additional Support for Learning Service (ASLS) has established a multi-disciplinary early years team who work closely with allied health professionals and other partners to meet the needs of children 0-5 years, including those making the transition to primary 1. The team supports families, working with children and parents at home as well as working directly in the early years or school setting. The service provides training and support for parents whose children have an autism presentation, with or without a formal diagnosis, helping them to develop their understanding, consider a range of support approaches and signposting them to relevant information and supports in the community. Staff working in early years settings are trained by experienced ASL Service teachers and nursery nurses in how best to provide anticipatory support.

What the key challenges are

The level of need is increasing due to population growth and better diagnosis of autism. Psychological Services are developing clear early years pathways in conjunction with the ASL Service and NHS colleagues to help to identify younger children with a learning disability.

The increasing level of requests from families for respite support at home and the increasing complexity of children and young people's health care needs and the staff training required to meet these.

Meeting the needs of children who have complex needs but do not meet exceptionality for LENS nor have the level of complex health care needs for Sunndach & Calareidh.

Improve partnership working in the provision of early years services

What is working well

We currently have 114 Funded Providers in partnership with the City of Edinburgh Council to deliver funded ELC to approximately 4,000 (40%) of eligible 2-4 year olds.

Edinburgh has 35 voluntary playgroups and 12 are now in partnership with the council. All voluntary playgroups can access support and advice from a designated member of the central early year's team and they can apply for a council grant to fund resources and the development of their indoor and outdoor learning environments. 15 Third Sector projects in receipt of 3-year funding until 31st March 2020 have an early year's remit supporting families with children under 5 years. These Early Years projects are located across the City and offer a range of early intervention services.

What the key challenges are

Approximately 40% of children entitled to funded ELC attend our partner provider provision. The National Standard states the criteria to be a funded provider and was published in December 2018. From August 2020, all providers of ELC will be required to pay the real living wage to staff working directly with children. This may have a significant impact on the business sustainability of some of our partners who have already expressed concern that they are unable to retain workforce numbers due to the local authority workforce recruitment programme. The National Standard also sets out the requirement that funded providers should not charge parents top up fees for any element of the 1,140 hours. This may also impact on the business sustainability of some of our providers and some the independent sector settings have detailed their intention to no longer work in partnership with the local authority from August 2020.

Increase the percentage of children across all SIMD quintiles reaching developmental milestones

What is working well

The uptake of the 27-30 month assessment in Edinburgh in 2017/2018 was 87% which is an increase from 83.1% in 2016/17 and this increase is evident across the quintiles, e.g. SIMD 1 has increased from 86% to 88.9% (and is now similar to the Scottish average). In addition the uptake gap (i.e. between SIMD 1 and SIMD 5) has continued to decrease over the past 5 years.

This has been achieved through a sustained effort by Health Visitors to increase uptake and accessibility to the 27-30 month review. This has been supported by the launch of the National HV Pathway introduced in 2016 and a related increased in national funding for Health Visitors at NHS Board level. There are now a minimum of 9 home visits offered to families the first 3 years of a child's life. This includes the 27-30 month review moving from a clinic based contact to a dedicated home visit, where a more holistic assessment can be carried out.

We have robust data on the uptake of this assessment for children and the developmental outcomes for children at this point in their early years. We have a data system where we can explore this at area level and explore variations in SIMD, neighbourhoods, and explore areas for increased joint effort, e.g. communication development, child healthy weight.

NHS Lothian has developed a suite of tools for staff which captures outcomes for all the main indicators captured nationally. This makes the data easily and quickly accessible for our service users.

Both the national reports (for comparisons) and local dashboard are used to produce activity/trend and outcome data at all levels in NHS Lothian. As we have such well developed processes we were selected as the test site for the both the Community Health Activity Data for Health visiting and the Excellence in Care quality measures for Health visiting measuring completion of the child's health plan.

What the key challenges are

The Health Visitor pathway is increasing access, and support to families, but there will be a continued need for effective workforce planning to ensure there are adequate HV available to carry out the model of practice.

Although between 2013/14 and 2015/16 the percentage of reviewed children who reached all developmental milestones was stable (~79%) the last two years show a slight decline (~72%). Since April 2017 the review form has changed so that the number of developmental domains has been reduced from 9 to 8. This has resulted in data recording issues affecting the numbers of reviews with meaningful information collected with the rate of completed forms has decreasing. Therefore, one of the main reasons for the reported decline in the children who reached all developmental milestones is the increase in the proportion of reviews with missing incomplete data. This has affected data at local and national level and being addressed.

Strategic Outcome 2

Children and young people's attendance, engagement and achievement will be improved and the poverty related attainment gap will be reduced

Objectives
Deliver school improvement plans that are effective across the four areas of the National Improvement Framework
Reduce the poverty-related attainment gap through the Pupil Equity Fund
Improve educational outcomes for disadvantaged groups, including Looked After Children and children with disabilities
Support the Edinburgh College Curriculum Strategy to create the best opportunities for the learner journey
Improve the level of participation in education, employment and training for all 16-19 years and continue to increase positive destinations

Deliver school improvement plans that are effective across the four areas of the National Improvement Framework

What is working well

There is a clear improving trend in literacy and numeracy CfE levels over the past three sessions in P4, P7 and S3, according to teacher judgement. After a successful pilot the Raising Attainment in Writing Strategy will be extended to more schools next session, while the SEAL (numeracy) strategy has shown significant improvements in attainment.

Five of our secondary schools have achieved the LGBT Youth Scotland Charter Award with many more working hard to make their schools meet the needs of our LGBT young people. Our young people benefit from a wide range of Active Schools Programmes. These are free of charge for young people living in poverty. 45 primary and 20 secondary schools have registered for the School Sport Award to date in Edinburgh. 35 of the 69 registered schools completed a self-assessment, with three schools achieving a bronze award, 17 schools achieving a silver award and 15 schools achieving a gold award (including validations).

The Edinburgh Learns Pathways Strategic Board has representatives from education sectors 3-18, Skills Development Scotland, Edinburgh College and the DYW (Developing the Young Workforce) Regional partners. Ensuring that the Youth Employment strategy milestones are achieved is a key focus and this is helping to drive DYW.

Employer engagement with schools has improved with the development of DYW Locality partnerships and DYW events in schools are now being more effectively supported by local industry. Events such as the DYW Conference and Jobs Fair ensure that young people across Edinburgh are having greater opportunities to explore vocational pathways.

The Edinburgh Learns Pathways Board is also developing an online regional prospectus for the senior phase to provide an overview of the learning choices and pathways available to promote value and viability of vocational and academic learning and equity in the offer to all of Edinburgh's young people.

What the key challenges are

The widening of the gap in both literacy and numeracy for S3 (Fourth Level) needs addressed, though it should be noted that in each case the performance at quintile 1 has increased from 2016-17 to 2017-18. The effects of interventions to raise attainment and narrow the gap will take time to embed and show impact. A period of 3-4 years is suggested as an appropriate timescale.

Education providers 3-18 need to implement the Career Education Standard to ensure children and young people are receiving their entitlements. Although there is improved awareness, embedding DYW within the learning experience, is required. Professional learning for practitioners will support the implementation of My World of Work from P5 upwards. This will enable children and young people to reflect on their skills development and support the P7 and S3 learning profile. The ability to track employer engagements across 3-18, as part of the Work Placement Standard, is an aspect for further development.

Reduce the poverty-related attainment gap through the Pupil Equity Fund

What is working well

Almost all schools use Pupil Equity Funding to support the building of cultural, social and emotional capital for children and young people experiencing poverty-related disadvantage. For example a significant number of schools have used this funding to "poverty proof" school activities, in line with the guidance from the "1 in 5" approach. This includes providing free access residential experiences, school trips and extra-curricular clubs, including those provided by Active Schools. Many schools are using new and creative ways to engage with business and community partners to support their work.

Fully-funded breakfast and after-school/homework club places are available to those with the greatest need. Schools are working closely with community learning partners to engage families in the Discover! programme of funded, planned activities and meals over holiday periods.

Some schools are reporting the positive impact of initiatives based on outdoor learning, gardening and Forest Schools/Kindergarten on identified groups in terms of supporting mental health and well-being.

Based on data gathered from school Standards and Quality reports June 2018, it is clear that literacy and numeracy approaches are being enriched and expanded, and this includes an offer of social and cultural activities leading to wider achievement. Schools continue to target their offers effectively to those facing poverty-related barriers to learning and achievement.

Some schools have appointed Literacy and Numeracy Development Officers to support this and work closely with learners and families facing significant poverty-related barriers

to learning. There is practice which demonstrates how parents can be included in supporting literacy – from co-designing a school library, to reading groups targeted at fathers, to “Books for Breakfast” and “Bedtime Stories” initiatives, to making the school library available to parents and carers at the end of the school day.

Children and young people's engagement in national initiatives such as the First Minister's Reading Challenge (primary and secondary) are considerable. The development of “junior librarians” in several primary schools is underway. Author visits and excursions to the Edinburgh Book Festival “for all” are taking place. Read, Write, Count resources are distributed and used widely.

What the key challenges are

Providing permanent contracts for staff has greatly helped the recruitment and retention of staff to deliver PEF-related interventions, however as the funding stream is still effectively temporary there is no provision for absence or maternity cover for these posts. This increases the risks to the delivery of service and means in some cases, work has to stop. It is possible for contingency funds to be made available by ring-fencing funding, a decision that has been taken by other local authorities, following discussion with Headteachers. The Finance Board will consider this next session.

Improve educational outcomes for disadvantaged groups, including Looked After Children and children with disabilities

What is working well

We have provided clear leadership for all staff to ensure that School Improvement Plans focus on closing the attainment gap and improving outcomes for care experienced children and young people. We have drafted current, research based guidance for schools which positions the Included, Engaged, Involved in Edinburgh policy at the heart of all Inclusive Practice in the city. We have ensured that the governance around Inclusive Practice sits within an empowered, collaborative system through the creation of the Edinburgh Learns Inclusion Board. Our most recent results for attainment in the Broad General Education confirm that we are narrowing the poverty-related attainment gap in almost all measures.

Provision for children and young people with severe and complex additional support needs has been enhanced by an increase of two special school classes over the last school session, in addition to the increased number of classes the previous session. Strategies for meeting needs are being enhanced in special schools through a focus on improving social communication and emotional regulation to support the development of independent living skills.

Processes for assessment and allocation of support from the social work practice team for children affected by disability have been reviewed, providing enhanced supports for a wider range of children and young people to support improved outcomes. This has been supported by closer joint working between the Children Affected by Disabilities Practice Team and schools to enable more cohesive approaches to the identification of and provision for support for our most vulnerable learners.

What the key challenges are

Raising attainment for young people in poverty remains a high priority, particularly for those learners achieving 4th Level at secondary school. Raising attainment for care-experienced learners is an even greater priority and requires urgent action to reduce the gap, particularly at secondary school. Achieving this requires all agencies to work together to improve attendance and reduce the numbers of part-time timetables. In addition, more learner pathways need to be created in more schools, emphasising the parity of esteem of different qualifications, including Foundation Apprenticeships. Ensuring better coherence between Communities and Families' service areas of mainstream schools and Additional Support for Learning (ASL) in the forthcoming ASL Review should result in better partnership working and improvements in the flexibility and efficiency of support for learners, and schools.

Post-school transitions for young people affected by disability is a priority area. A strategic group comprising City of Edinburgh Council officers, representatives from Edinburgh College and partners from the Chamber of Commerce has been established to improve access to college courses and workplace experiences and training in order to support the progression of young people with a disability into further education or paid employment. More robust processes for transition planning have been developed to further support this process.

Support the Edinburgh College Curriculum Strategy to create the best opportunities for the learner journey

What is working well

Our post-15 provision in schools is enhanced by the School College partnership delivering additional vocational pathways at Edinburgh College campuses throughout the city. This includes Foundation Apprenticeships (FA), alongside other Level 5 and 6 qualifications. There are more effective communication channels between schools and colleges and a commitment to a regional senior phase offer. This has resulted in an improved uptake for FA courses.

What the key challenges are

There are logistical obstacles, such as travel, transport, timings, that can inhibit young people from fully engaging with the school-college offer. Partners continue to review delivery models to overcome these. To build relationships with young people and parents at an earlier stage events in school and at Edinburgh College have been organised and will continue to be developed. SDS, The City of Edinburgh Council and Edinburgh College have committed to reviewing attainment outcomes for young people engaged in the SCP offer, to ensure equity and excellence is being upheld.

Improve the level of participation in education, employment and training for all 16-19 years and continue to increase positive destinations

What is working well

The 2017/18 City of Edinburgh Participation Measure is now 94.3% with a national average of 94.4%. This is a marked improvement on last year as the figure for 2016/17 in Edinburgh was 92.5%. Progress has been achieved through partnership working between the City of Edinburgh Council and Skills Development Scotland at strategic level and at individual school level. SDS Careers Advisers have strong relationships in schools and this is backed up by regular strategic meetings.

A key driver has been enhanced understanding of the 16plus Data Hub's role in improving outcomes for young people. Across Edinburgh schools, data entry is more rigorous, therefore our tracking of anticipated leave date, preferred occupation and preferred route is much better. We can better identify leavers and those at risk of a negative destination. This has enabled us to coordinate resources effectively across schools, SDS, Edinburgh College, Edinburgh Guarantee and other partners to support young people with the right guidance at the appropriate time.

A review of each school's approach to 16+ planning has enabled us to identify best practice and the 16+ partner network has co-designed a revised structure for the format of 16+ Meetings. Guidelines to ensure consistency will shortly be issued, including remit responsibilities for each partner and timeline outlining key tasks and transition points throughout the school year. SDS have developed the transition team to bridge in-school and post-school provision, placing relationships with young people at the centre. By having more cohesion and coordination we hope that our young people in Edinburgh will be better supported into the right path at the right time

The post-15 offer is improving with an increase in vocational pathways, such as Foundation Apprenticeships and alternative NPA qualifications, and uptake is also higher. Recognition of parity alongside traditional academic routes is better and has been helped by the SDS media campaign and partner events, however we need to continue upskilling all those who provide advice to young people on the learner journey.

What the key challenges are

Ensuring young people, parents and carers, are supported with accurate information and advice about the range of pathways and current labour market, is critical to sustaining positive leaver destinations. Delivering a programme of apt professional learning for key adults leading pupil support conversations will be important.

Improving outcomes for targeted equity groups, such as Care-experienced young people, Additional Support Needs and BME is still a focus for all partners.

Strategic Outcome 3

Every child and young person will have good wellbeing and achieve the best possible health

Objectives
Improve mental health services for children and young people and implement the children and young peoples' mental health review recommendations
Improve the quality of drugs and alcohol prevention work and substance misuse services
Minimise the need for children and young people to become looked after and improve the balance of care
Reduce the number of children who are overweight or obese, or malnourished
Achieve the outcomes contained within the Child Protection Committee's Child Protection Improvement Plan and the Corporate Parenting Plan

Improve mental health services for children and young people and implement the children and young peoples' mental health review recommendations

What is working well

Recommendations were made following a review of children and young people’s mental health and wellbeing support. These are set out in italics with a note on progress to date:

Align Child and Adolescent Mental Health Services Outpatient Teams to four locality teams reflecting coterminous boundaries with educational and social work.

The North East “Every Contact Counts” programme will build a community of practice comprising of statutory and third sector partners. A data sharing agreement is being signed off and practitioners are identified from providers in Leith. It is the intention to grow this approach to form the basis of coterminous locality teams.

Ensure emotional wellbeing support is available on a 1:1 and group work basis for children and young people in each locality through reviewing existing services and redesigning where needed to provide adequate evidenced based coverage in each locality and ensure that staff providing this support are adequately supported themselves.

The Building Resilience whole school approach is a 3-year programme which highlights the 10 things that help to support our mental health and emotional wellbeing. The Wellbeing Academy is a collaborative test of change project delivered by Psychological Services and Child and Adolescent Mental Health Services (CAMHS), The project involved 14 schools in 2017-18 and an additional 10 schools have joined for 2018-19. An assigned member of staff is a key point of contact, providing additional support in schools focussing on emotional wellbeing. Delivery of a CBT informed low intensity intervention for experiences of anxiety, (LIAM) primarily being delivered by School Nurses across Lothian alongside the Pupil Support Officers (PSOs).

Over 140 City of Edinburgh Council staff trained as nurture practitioners by Psychological Services in 2017 and 2018. Nurture practice addresses mental health

needs by allowing school staff to capitalise on their relationships with all children but particularly those who are vulnerable or at risk.

Research into Curriculum, Learning and Education (CIRCLE) is embedded in 87 Primary Schools, 23 Secondary Schools reaching 49,638 pupils and 2,948 teachers. The aim of CIRCLE is to:

- Develop and share inclusive practice and provide advice and strategies for improving the participation and inclusion of learners with Additional Support Needs in schools.
- Support the development of inclusive classroom environment
- Provide suggestions for successful collaborative working between education staff, parents/carers and health staff
- provide a universal, first level framework for therapists, teachers and other staff

In addition, there has been increased engagement in A Sense of Belonging Arts Programme and increased participation from a range of services in a 'ACEs, Trauma and Resilience Community of Practice' event

Ensure that appropriate interventions are available at A & E for children and young people presenting at A & E with self harm, suicidal ideation or presenting significant risk to self or others and staff are cognisant of issues relating to children and young people's mental health and wellbeing

Additional funding has been secured for nursing staff to deliver time limited intervention to children and young people presenting with self harm at A & E Departments

Ensure appropriate interventions are available within secure settings or there are clear and agreed pathways for children and young people with self harm, suicidal ideation, mental health problems or presenting significant risk to self or others and that staff are trained and supported in relating and responding to children and young people's mental health and wellbeing.

A literature review summarising best practice is being completed. This will be used to drive forward a training and education programme for staff.

The Health Promotion Service within NHS Lothian in partnership with Lothian Association of Youth Clubs has delivered Scottish Mental Health First Aid for Young People to raise awareness of mental health and wellbeing amongst 58 youth workers. Following a needs assessment the same training was delivered to 50 Skills Development Scotland staff to allow them to support young people.

What the key challenges are

Continued long waits for children and young people referred to and accepted for treatment by CAMHS.

There is scope to improve services through better joint commissioning. A Planning and Commissioning sub group of the Children's Partnership has been established in part to take this forward. An initial focus of this group is children and young people's mental

health and well-being. Clarity will be sought from Scottish Government on flexibility of funding for children and young people's mental health and wellbeing.

Improve the quality of drugs and alcohol prevention work and substance misuse services

What is working well

The Edinburgh Alcohol and Drugs Partnership (EADP) holds a high-level outcome - children, young people and adults' health and wellbeing is not damaged by alcohol and drugs. There are three key workstreams within this: Developing Services for Children / Young People with Alcohol/Drug Problems; Preventing of Alcohol and Drug Problems amongst Young People School based prevention; and Improving Services for Children Affected by Parental Substance Use.

Services in Edinburgh are good at sharing information, especially around patterns of drug use and a coordinated response, harm reduction, shared assessment and outcome measures.

Children Affected by Parental Substance Use (CAPSU) - collaborative of voluntary organisations that have the contract to deliver a range of services for young people experiencing this issue.

Circle services now co-located in the hubs in all four localities and work increasingly closely with adult treatment. They offer intensive assessment of and support with parenting for parents with substance misuse. Sunflower garden is available to offer 1:1 support to the children and young people themselves. These services were jointly tendered in 2016 and both performance and current fitness are currently being evaluated.

Informal interventions through universal youth work services are making a significant contribution.

To support tobacco prevention work, ten secondary schools within Edinburgh have become Smoke free and are developing policies and work to support sustainability of this beyond the pilot project. In addition eleven primary schools have been supported to develop smoke free homes and zones.

What the key challenges are

Ensuring that the structured psychological therapies are consistently available for young people at risk of or experiencing problematic substance use.

Improving the reach of young people's substance use services to reach the highest risk groups.

Minimise the need for children and young people to become looked after and improve the balance of care

What is working well

Through the Looked After Children's transformation programme, there has been steady progress in shifting the balance of care since 2012. Over time there has been good progress made in reducing use of residential care, reducing use of secure care,

increasing the percentage of foster care that is provided by the City of Edinburgh, and increasing use of kinship care (including children who cease to be looked after because they have settled placements in kinship care).

The activity and services which have contributed to this are:

- GIRFEC planning focussed on strengths and building capacity within families and their wider networks.
- Implementation of Self Directed Support.
- Embedding Family Group Decision Making in our planning approach where we see a risk that a child may need to be accommodated, or where they have been accommodated in an emergency. The staffing establishment of this service has been increased significantly.
- Risk management of young people who present risk to others, supported by a practical multi agency approach, led by senior managers, which includes a daily conference call between residential managers and police about any young people who have been missing from units, and a monthly multi-agency meeting which provides face to face support and challenge to lead professionals for the highest risk young people.
- Multi Systemic Therapy team.
- Kinship care assessment and Kinship Support team.
- Behaviour support for families with children affected by disability.
- Partnerships with third sector.
- Maintaining inclusion in mainstream education for children with Additional Support Needs.

What the key challenges are

We continue to work hard to maintain a relatively low usage of out of authority residential care. We are making good progress on the proportion of foster care that is provided by CEC and while continuing care has been challenging to implement, 81% of eligible young people have remained in placement

Reduce the number of children who are overweight or obese, or malnourished

What is working well

We have a strong prevention agenda to support children developing a health weight and growth pattern. This includes supporting healthy maternal weight in pregnancy, healthy birth weight, advice on infant feeding, monitoring of growth at child health development assessments. Our breast-feeding support via drop in community based groups continues to increase and we were successful in securing funding via Scottish Government Programme for Government to develop a project, with the aim of reducing formula supplementation.

We continue to support the uptake of healthy start vitamins for both women and children and are increasing awareness of healthy start foods via training for staff. Training for community based staff around weaning is offered by the infant feeding teams.

The new universal pre-birth to preschool pathway has introduced increased contacts for families with health visitors, and this will support the prevention and early intervention agenda for child healthy weight.

We have a paediatric obesity collaborative service 'Get Going' delivered locally by Edinburgh Leisure with additional support from our specialist NHS Lothian services. This service is also complemented by the maintenance programme Keep Going available to families either pre or post participation in the Get Going programme.

What the key challenges are

Recording of growth at child developmental and wellbeing assessments has been a challenge to date, linked to a number of factors such as: not attendance at clinic, children not wanting to be measured, parental sensitivities to growth assessment.

Ongoing public health and societal increases in obesity remain a challenge in Edinburgh similar to all of Scotland, and the Edinburgh partnership continues to work with Scottish Government to help address some of these contributory factors (e.g. healthy eating options in schools, leisure and recreation availability). There is a clear widening of the inequalities gap.

Achieve the outcomes contained within the Child Protection Committee's Child Protection Improvement Plan and the Corporate Parenting Plan

What is working well

Following a multi-agency inspection the Care Inspectorate published a report on the performance of the Partnership in meeting the needs of children requiring care and protection on 25 June 2019. The report was generally very positive. Recommendations for improvements from the inspection will be incorporated into the Children's Services planning process.

<http://www.careinspectorate.com/images/documents/5075/Joint%20inspection%20of%20services%20for%20children%20and%20young%20people%20in%20City%20of%20Edinburgh%20June%202019.pdf>

As of Feb 2019, 6 out of 16 actions in the Child Protection Improvement Plan were completed, with the remainder on track for completion within the life of the plan (July 2019).

The use of GIRFEC and a focus on building on the strengths in families through initiatives such as Family Group Decision Making, have contributed to the decreasing number of children requiring formal child protection processes.

The Partnership has been a key contributor to the Pan-Lothian Multi-Agency Chronologies model, which will improve the quality of assessment and information sharing for children. Testing of this model is live.

Safe and Together training is available for professionals across the Partnership to tackle domestic abuse. In 2018/19, we funded five members of staff to become certified trainers, enabling us to increase our capacity to embed this model locally.

Quality assurance of the assessment and planning process through the Child Protection Committee makes sure decisions are made in the child's best interests and plans keep children as safe as possible.

Innovative practice around how we engaged with young people who have been missing from residential care has contributed to an ongoing positive trend. Missing episodes have decreased by 25% in the last year. The Child Protection Committee has funded an independent evaluation of a pilot project being undertaken in the City, and it is intended that learning from this will further inform and strengthen our approach.

A Champions Board for care experienced young people has been established to improve corporate parenting across the partnership. We want to get more young people involved in shaping services, so we have recruited two care experienced young people to work as Participation and Engagement Officers. They work closely with elected members and staff to put the voice of young people at the heart of decision making and deliver the objectives outlined in the corporate parenting action plan such as free leisure access, subsidised travel and Council tax exemption.

We have opened and expanded our Edinburgh Young' People's Hub in 249 High Street. This allows us to provide better support for our care experienced young people through effective collaboration and creative approaches from our services and partner providers.

Our young people tell us they don't like attending multiple meetings, so the hub hosts weekly drop-ins where they can access one-stop support from a range of services like housing, benefits advice, employment and health and wellbeing.

What the key challenges are

One of key challenges is how services assess and respond to accumulative risk, including neglect. We continue to work with partners to develop our approach. Related to this, the impact of poverty and inequality on families is significant and is being considered in our partnership work with national organisations such as the NSPCC, with whom we are developing a public awareness campaign.

Strategic Outcome 4

Equity amongst children and young people and their families will be advanced

Objectives
Deliver the '1 in 5' project and develop an equity framework for each school
Deliver income maximisation programme amongst all families on low incomes
Improve the availability of accessible, affordable and flexible early learning and childcare, particularly in areas of deprivation
Reduce the number of children, young people and their families who need homeless and emergency accommodation services and improve access to suitable housing
Co-produce a community entitlement for children and young people in each locality to improve access to universal services

Deliver the '1 in 5' project and develop an equity framework for each school

What is working well

The 1 in 5 Raising Awareness of Child Poverty training delivered to over 90 schools (secondary, primary, special and early years), all of which are implementing its recommendations and developing poverty-proofing approaches. A recent survey of staff showed that just over 90% stated (agreed or strongly agreed) that they had an increased understanding of the scale of child poverty, just under 90% stated that they had an increased understanding of the impacts of poverty on children's outcomes and just over 80% that they had an increased understanding of the causes of child poverty.

The Lothian Association of Youth Clubs (LAYC) has delivered the 1 in 5 training to youth and children's organisations. As well creating improved understanding and awareness, this is also promoting improved partnership working with schools.

The Pupil Equity Framework provides guidance to schools in reducing the poverty-related attainment gap through practical steps to minimise costs and reduce pressure on family budgets and ensure equal access to opportunities regardless of income.

The Discover (holiday hunger) programme is now established in each locality. A programme is offered for each school holiday period, with six hubs operating across the city. The most successful programmes are where parents and children attend together. It aims to contribute towards raising attainment, alleviating hunger during school holidays and breaking down social isolation. A range of activities for parents and children are provided at each hub together with access to support and advice services.

What the key challenges are

Ongoing funding to support the roll-out of 1 in 5 to all schools and other sectors.

To encourage more joined-up thinking between service areas, e.g. does the Parent Pay system and systems for refunds undermine the 1 in 5 message?

Support schools to ensure that pupils are not deterred from curricular subjects by ability to pay for materials.

Ensure that the two Equity Strategies (1 in 5 and within Edinburgh Learns) are used in combination and that all staff who work with children, young people and families are familiar with their content.

Deliver income maximisation programme amongst all families on low incomes

What is working well

Welfare advice has been delivered in 22 schools across the city by partnerships developed between schools and third sector organisations. Partnership has developed, building on 1 in 5 work, between Lifelong Learning, NHS Lothian and Community Help and Advice Initiative (CHAI). The aim of this work, initially developed in the Tynecastle area, was to embed and co-locate money, debt and welfare advice in schools. This approach provided a full-time worker who offered support and advice in relation to benefits entitlement, income maximisation and housing. The adviser also identified unclaimed disability benefits for children in two schools where children have additional needs.

In 2017 an enhanced partnership model was piloted. CHAI and Children 1st – with additional support from Capital City Partnerships – brought together their individual experience of delivering co-located support to create the Maximise! Advice and Support service. The aim is to increase children's positive participation in school life and education attainment, reducing the attainment gap between higher and lower income families. The pilot was launched in 7 schools in South East locality.

Maximise! adopts a whole family support approach, addressing the wider issues that often impact families affected by poverty. This hybrid model is informed by and addresses main public health priorities through its focus on education, income maximisation, welfare, employability and housing. Maximise! provides:

- advice – income maximisation, debt and housing issues. Creating greater financial stability where applicable and addressing inequalities.
- intensive family support – for core issues stemming from poverty which affect the whole family, stabilising families, providing practical and social support and developing sustainable change around financial resilience, school attendance, family relationships. It may also include prevention work and assisting people to move forwards.
- employability – promoting independence and supporting families to engage in employment related activities.

Funding has now been secured to deliver Maximise! in one cluster in each locality.

The co-located income maximisation work in schools (including Maximise!) has worked with 283 individuals to achieve financial gains for families of £399,818. The voluntary sector also delivers income maximisation programmes using an outreach model, e.g. in family homes and early years settings. This has enabled families to increase their resilience, improve their budgeting skills, better manage debts, sustain tenancies and avoid bankruptcy.

To support families, there are income maximisation services within GP practices across the city and in both Royal Infirmary of Edinburgh and Western General Hospital.

Within the Royal Hospital for Sick Children, Kindred deliver a advocacy, information, support and guidance for families of children with complex needs.

What the key challenges are

Sustainability, including funding, for the income maximisation work and creating a plan for income maximisation services across the city as part of the community plan priorities.

Continuing to measure impact on culture change and maintain momentum.

Improve the availability of accessible, affordable and flexible early learning and childcare, particularly in areas of deprivation

What is working well

The City of Edinburgh Council started phasing in 1,140 hours of funded Early Learning and Childcare (ELC) in August 2017. Settings in areas of deprivation were a priority. 49 local authority settings and 22 partner providers are now providing the increased funded hours to children aged 3-4 years and eligible two-year olds in their settings, enabling approximately 2,000 children and families to benefit.

210 settings provide ELC in Edinburgh and since August 2017 we have increased the options for delivering the funded entitlement by bringing ten childminders into partnership with the local authority and establishing three forest kindergartens in the North West of the city. 110 children are now able to access their ELC through these approaches. Overall feedback from settings involved in phasing in the expansion continues to be positive. As well as supporting the development and learning needs of the children, parents are reporting the positive impact on family life, household income opportunities for parents and carers to access work and training.

Reduce the number of children, young people and their families who need homeless and emergency accommodation services and improve access to suitable housing

What is working well

The Council took a range of actions to reduce the need for placing families with children in bed and breakfast these placements including, but not limited to:

- Increasing the stock of temporary flats from the Council's stock,
- Provision of additional suitable accommodation from Registered Social Landlord partners,
- Increase in funding for the Private Sector Leasing scheme,
- Introduction of a Rent Deposit Guarantee Scheme,
- Development of a Private Rented Accommodation framework.

Regular monitoring by officers and a structured introduction of the activities noted above has seen a decrease in numbers from the peak of 85 households in February 2018 to 9 households in April 2019. We aim to eliminate the needs for families to access bed and breakfast accommodation by September 2019.

The Families in Temporary Accommodation Project was established in 2014 with the aim of helping young children under 5 years of age, being placed in temporary accommodation, get the key support they need at a time of transition and upheaval in their lives, this has led to some good working relationships and joint support for families.

What the key challenges are

The number of homeless households presenting from private sector tenancies has risen significantly in the last 3 years.

The Families in Temporary Accommodation project team have identified several areas of improvement and include:

- Ensure that a robust process for linking children in temporary accommodation with the Named Person/Agencies is properly integrated and prioritised within services
- Identifying a sustainable process for linking school age children and young people in temporary accommodation with the Named Person/School Nursing Service
- Identify a mechanism to continue the collection of data.

Co-produce a community entitlement for children and young people in each locality to improve access to universal services

What is working well

This work has evolved into two strands, the first of which is engagement with young people, principally in localities and using Youth Talk, to gauge their views in relation to local issues and ask them what they would like to see done. Youth Talk events have taken place in localities and are generating a wealth of useful ideas. The What Kind of Edinburgh? project has been similarly successful on a citywide basis in relation to the five strategic outcomes in the Children's Services Plan.

The second strand is on the development of 'entitlements' and other opportunities for care-experienced young people as part of Edinburgh Learns.

What the key challenges are

The key challenge is to ensure that information and ideas gleaned from young people via engagement mechanisms such as Youth Talk are considered and acted upon, as appropriate, by senior decision-makers to support their planning of citywide and community-based services. This needs to be planned and systematic and treated as a priority activity.

Child Poverty Action Report

On 4 July 2019 the Council and NHS Lothian published the first Local Child Poverty Action Report. The report provides an overview of the actions taken by Edinburgh's Children's Partnership to mitigate the impact of and/or reduce child poverty in Edinburgh. It also identifies gaps and sets out the actions that it proposes to take that will contribute to meeting the targets in the Child Poverty (Scotland) Act 2017.

Strategic Outcome 5

Children and young people, their families and their communities will be empowered to improve their wellbeing

Objectives
Extend personalisation and choice including expansion of self-directed support and direct payment
Ensure continued delivery of effective universal youth work programme
Enhance children's rights across the city in line with the UNCRC
Implement the Parenting Framework and improve engagement between parents and schools and wider community sector
Deliver a citywide partnership learning and development programme to improve restorative practice

Extend personalisation and choice including expansion of self-directed support and direct payment

What is working well

A well attended practice network of Self Directed Support (SDS) Champions has been established and newsletters for sharing information produced. A half day training session on SDS was incorporated in the Post Induction Course in 2018. Local experiences have been gathered and will be shared with the Network to help inform consultation and advice given by reps locally. The Network provides a good mechanism for sharing information such as Option 2/3 Framework developments and updates. Improved recording mechanisms have been agreed and the Swift systems are now complete and due to go live.

What the key challenges are

To increase support of the work of the Champions Board and champions to lead culture change to expand personalised approaches.

We need to increase the numbers of staff at training, initially focussing on new staff. The planned survey should be agreed and implemented.

Ensure continued delivery of effective universal youth work programme

What is working well

The youth work sector continues to engage with increasing numbers of young people with over half of the provision delivered in areas of deprivation (i.e. SIMD 1 and 2). Effective workforce development has resulted in staff reporting increased skills, knowledge and confidence. A new Youth Work Strategy Group has been established. It links with locality-based providers, helping to lead on current improvement themes from the Youth and Children's Work Strategy for Edinburgh 2017 – 2020. Youth participation is underway in all localities through Youth Talks, involving engagement opportunities, flash polls and mapping exercises, with key themes emerging. There continues to be strong cross sector youth work, an effective umbrella organisation in Lothian Association

of Youth Clubs, a broad range of universal youth work activity in localities and a sector leading engagement team in the form of Young Edinburgh Action.

What the key challenges are

Work to bring together youth engagement processes across the city (e.g. Youth Talk, Young Edinburgh Action and What Kind of Edinburgh) to generate the most effective and inclusive young people's voice is ongoing. The Council has expressed a clear commitment to continue to support youth work and the platform this provides needs to be put to best effect.

Enhance children's rights across the city in line with the UNCRC

What is working well

95 schools are now registered as working within the UNICEF Rights Respecting Schools Award (RRSA) and head teachers continue to report positive impacts on children and young people's relationships, behaviour, respect for self and others, engagement in learning and positive attitudes to diversity.

NHS Lothian is reviewing the integrated impact assessment process and how to incorporate children's rights into this process. This will continue throughout 2019/2020.

The Champions Board of Care Experienced young people is guiding the development of corporate parenting. What Kind of Edinburgh? is now complete and was very effective, with high and consistent participation from young people. In response to the wide range of information and opinions gathered, adult decision makers made pledges to take specific actions forward. Young people continue to be engaged in several ways and work is now underway to consider how the various youth engagements activities in the city are more consistent and coherent.

A training course was developed and delivered by young people for the Planning department in 2018, helping include youth voice in planning processes.

Councillor Alison Dickie, Vice-Chair of the Education, Children and Families Committee has introduced another way for young people to make their views known at #makeadifference

Family Group Decision Making has expanded and builds strengths in families, engaging kinship networks around children in ways that improve relationships and can prevent the need for removing children from their own families.

A baseline for the Better Hearings programme was completed in Edinburgh with the Scottish Children's Reporter Administration, Children's Hearings Scotland and the council. From this, action plans are being developed to improve processes and engagement before, during and after hearings.

Edinburgh is engaged in a digital hearing programme to make better use of technology (for example allowing vulnerable people to attend hearings via video link), ascertaining children's views through video statement.

What the key challenges are

Increasing the number of schools registered for RRSA and increase the proportion of those schools that have evidenced bronze, silver or gold level. This could be supported through increased focus on children's rights in improvement plans.

Creating a shared understanding, positive change and improvement in the Hearings System through young people's lived experiences.

Implement the Parenting Framework and improve engagement between parents and schools and wider community sector

What is working well

A multi-agency group of practitioners met to check progress of the "Supporting Parents and Carers – Framework for Practitioners 2017-20" and a Supporting Parents and Carers Collaborative Group was set up and meets termly to update the Outcome group. A number of further events continue to raise the profile and a toolkit was delivered to staff. There is ongoing demand for Connecting with Parents motivation training delivered in 2018/19 and some staff achieved City and Guilds accreditation. 85 staff were trained as facilitators of the six citywide parent and carer support programmes with around 1,200 parents/carers benefitting annually.

What the key challenges are

For managers and staff to be supported by the Children's Partnership in their own agencies to participate in the delivery of parenting programmes.

Deliver a citywide partnership learning and development programme to improve restorative practice

What is working well

A digital toolkit on Restorative Practice (RP) has been produced. Work is ongoing to make all the material easily accessible to staff and partners. Restorative approaches have been highlighted in existing learning and development events such as Conversation Spotlights and Coaching Bank and a working group will take forward the development of the RP strengths-based approach. Over 1,500 people have attended RP learning events in 2018-19 with representation including health, voluntary sector, police, young people and the Council.

The events have been well received and participants understand and engage with restorative and strengths-based approaches. This gives a strong foundation on which to build.

What the key challenges are

Rather than develop new communities of practice, engagement took place with existing groups (single and multi-agency) to explore and reflect on how restorative approaches are helping them in their work. Now that the two secondments, who worked on the RP training, are finished, rights based and restorative approaches need to continue to be embedded by staff and partners with the support of the resources currently being refined.

Priorities for the year ahead

In addition to addressing the key challenges set out in this report we will prioritise:

- the role of children, young people and their families and communities in designing and evaluating services, making sure we give voice to the lived experience of children, young people and families
- continued focus on our Five Strategic Outcomes
- the children's inspection improvement plan
- multi-agency self-evaluation and quality assurance
- joint strategic planning and commissioning to maximise joint impact on our Five Outcomes
- working with children, young people, families and communities to create the new 2020-23 Children's Services Plan

Appendix 1 – the five aims of statutory children's services planning

That “children’s services” in the area are provided in the way which –

1. best safeguards, supports and promotes the wellbeing of children in the area concerned.
2. ensures that any action to meet needs is taken at the earliest appropriate time and that, where appropriate, action is taken to prevent needs arising.
3. is most integrated from the point of view of recipients.
4. constitutes the best use of available resources.
5. that “related services” in the area are provided in the way which so far as consistent with the objects and proper delivery of the service concerned, safeguards, supports and promotes the wellbeing of children in the area concerned.

Appendix 2

The Edinburgh Children's Partnership

Children's Services Plan 2017-20

Our vision

'Edinburgh's children and young people enjoy their childhood and achieve their potential'

We aim to ensure that:

1. Every child will have the best start in life.
2. Children and young people's attendance, engagement and achievement will be improved and the poverty related attainment gap will be reduced.
3. Every child and young person will have good wellbeing and achieve the best possible health.
4. Equity amongst children and young people and their families will be advanced.
5. Children and young people, their families and their communities will be empowered to improve their wellbeing.

In doing so we will always look to:

1. Place Children and young people at the centre of practice
2. Focus on strengths and building resilience
3. Prioritise prevention
4. Improve fairness
5. Listen to and respond to children and young people

Supporting this we will:

1. Work better together
2. Develop our people
3. Commit to participation

And realise our ambition to make Edinburgh a child-friendly city where children and young people's rights are respected



Best Start in Life

Implement the new universal pre-birth to pre-school pathway

Continue to provide high quality early years services across the city whilst implementing the increase in hours to 1140

Improve early years pathways for young disabled children

Improve partnership working in the provision of early years services, particularly playgroups and communityrun early years services

Increase the percentage of children across all SIMD quintiles reaching developmental milestones



Attendance and Achievement

Deliver school improvement plans that are effective across the four areas of the National Improvement Framework

Reduce the poverty-related attainment gap through the Pupil Equity Fund

Improve educational outcomes for disadvantaged groups, including Looked After Children and children with disabilities

Support the Edinburgh College Curriculum Strategy to create the best opportunities for the learner journey

Improve the level of participation in education, employment and training for all 16-19 years and continue to increase positive destinations



Health and Wellbeing

Improve mental health services for children and young people and implement the children and young peoples' mental health review recommendations

Improve the quality of drugs and alcohol prevention work and substance misuse services

Minimise the need for children and young people to become looked after and improve the balance of care

Reduce the number of children who are overweight or obese, or malnourished

Achieve the outcomes contained within the Child Protection Committee's Child Protection Improvement Plan and the Corporate Parenting Plan



Equity

Deliver the '1 in 5' project and develop an equity framework for each school

Deliver income maximisation programme amongst all families on low incomes

Improve the availability of accessible, affordable and flexible early learning and childcare, particularly in areas of deprivation

Reduce the number of children, young people and their families who need homeless and emergency accommodation services and improve access to suitable housing

Co-produce a community entitlement for children and young people in each locality to improve access to universal services



Empowered

Extend personalisation and choice including expansion of self-directed support and direct payments

Ensure continued delivery of effective universal youth work programmes

Enhance children's rights across the city in line with the UNCRC

Implement the Parenting Framework and improve engagement between parents and schools and wider community sector

Deliver a citywide partnership learning and development programme to improve restorative practice

Appendix 3 – Progress Indicators for the Strategic Outcomes

Our aim is to have a relatively small number of relevant and robust indicators for each Strategic Outcome that allow further quantitative analysis of progress sitting alongside the narrative provided by the strategic leads.

This set should:

- 1) Wherever possible use existing measures that partners have available.
- 2) Have updates at least on an annual frequency.
- 3) Build trend data as the plan progresses.
- 4) Support more detailed analysis of progress to be included in the annual reports.

The set should also be dynamic, so that additional indicators that are felt to add value to this view of progress can be included.

Strategic Leads are encouraged to reference other related data and indicators, in the regular progress briefings to the Children's Partnership, where this enhances our understanding of progress and/or the challenges faced.

The following page lists the indicators with the detail on these set out on the pages after this.

The Red/Amber/Green (RAG) status for each Progress Indicator is based on the following:

Green	positive trend visible or level meeting any target or desired level
Amber	no trend visible, too little data or level below any target or desired level
Red	negative trend visible and level below any target or desired level

Progress Indicators for the Strategic Outcomes

Strategic Outcomes and Progress Indicators
Every child will have the best start in life
% of preschool children on the new Universal Pathway
% of Early Years settings providing 1140 hours of funded Early Learning and Childcare
% children with no concerns at 27-30 month assessment
% of P1 achieving Early Level Literacy
Children and young people's attendance, engagement and achievement will be improved and the poverty related attainment gap will be reduced
Percentage point gap between least and most deprived for Primary Literacy
% of Primary pupils with low attendance
Percentage point gap between least and most deprived for 1+ SCQF level 5 for school leavers
Number of senior phase age pupils studying vocational qualifications delivered by Edinburgh college
% of 16-19 year olds participating in education, training or employment
Every child and young person will have good wellbeing and achieve the best possible health
% of children and young people seen for CAMHS treatment within 18 weeks of referral
Number of Drugs and Alcohol related A&E attendances for young people (rate per 1,000)
Number of Looked After Children (rate per 1,000)
% of healthy weight children in Primary 1
Equity amongst children and young people and their families will be advanced
Numbers of families engaging with the income maximisation service
% of LA Early Years settings offering a flexible and accessible service
Number of children in temporary accommodation
Children, young people, their families and communities will be empowered to improve their wellbeing
Number of financial transactions for SDS packages within the Locality Practice teams
% of schools working at Bronze Level or above for the Rights Respecting School Award

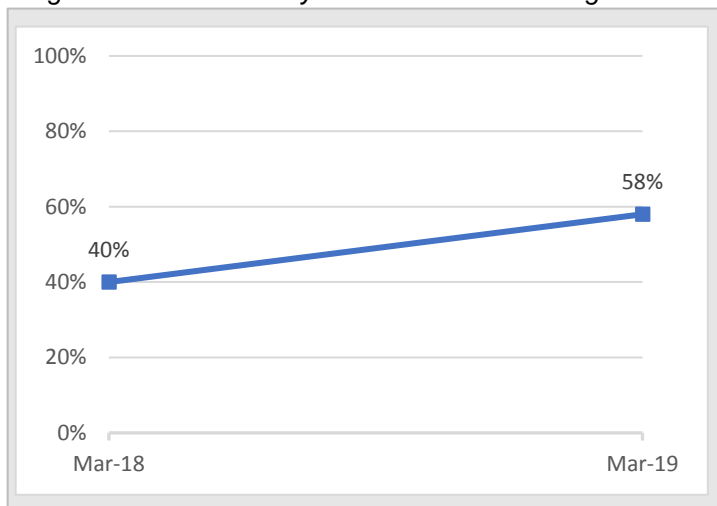
Outcome: **Every child will have the best start in life**

Progress Indicator: % of preschool children on the new Universal Pathway



Description: The percentage of the pre-school population in Edinburgh that is on, at whatever stage, the new Health Visitor Universal Pathway (UP)

Progress will be shown by this indicator increasing



All children born from 1st May 2017, are being offered the Health Visitor (HV) Pathway. This is just over 10,000 children and makes up 38% of the total HV caseload/preschool population. Children born from 1st May 2016 are also receiving the new CHSP contacts at 13-15 months (one of the UP pathway contacts). The total percentage of preschool children who have either received the full pathway or entered on to it at 13-15 months (the accelerated pathway) is 58%.

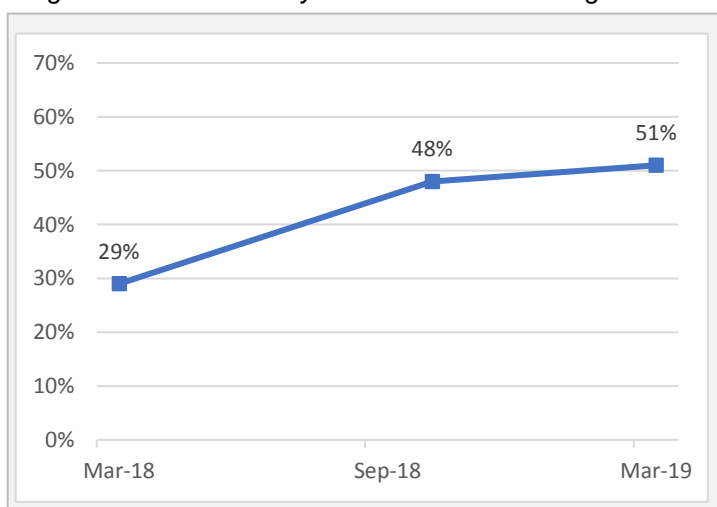
In addition from 1st March 2019 we have now introduced the formal ‘preschool’ screening – 4-5 year review (which is the final UP HV pathway contact) for children born from 1st March 2015). In addition to offering the programme to all the eligible children, we closely monitor the uptake of elements within the programme on a monthly basis, and feedback at the HV steering group.

Progress Indicator: % of Early Years settings providing 1140 hours of funded Early Learning and Childcare



Description: % of Local Authority Early Years settings providing 1140 hours of funded Early Learning and Childcare

Progress will be shown by this indicator increasing



The increase between March 2018 and 2019 is in line with the target that had been set. In addition to the 51% (49/96) of Local Authority settings there is also 19% (22/114) of partner provider settings. The increase for LA settings is due to the introduction of forest kindergartens across the city.

The current position is enabling approximately 2,000 children and families to benefit from access to the increase funded hours in advance of August 2020. The actions to deliver on this are set out in the Early Learning and Childcare Expansion Plan.

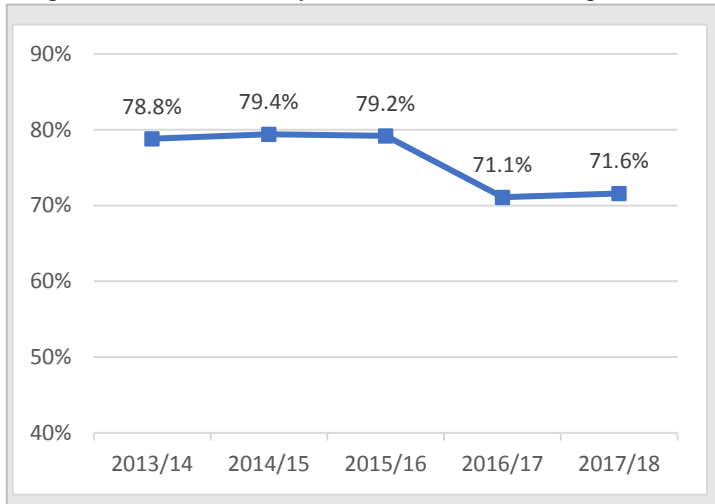
Outcome: **Every child will have the best start in life**

Progress Indicator: % children with no concerns at 27-30 month assessment



Description: Children eligible for screening and within the age cohort and who attended will have no developmental concerns

Progress will be shown by this indicator increasing



The rate for all children achieving their developmental milestones by SIMD ranges from SIMD quintile 1, at 64.5 % to 74.8% in SIMD quintile 5.

The main reason for the decline in the overall figure is the increase in the proportion of reviews with incomplete data. This has affected data at local and national level and being addressed.

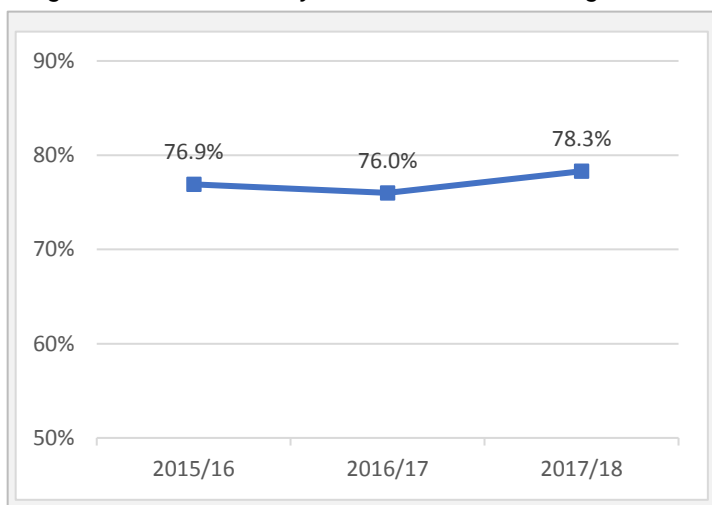
Uptake across all SIMD quintiles had been dropping over the previous 4 years but all have shown improvement in the last year and is now 88% overall and similar to the rest of Scotland for our most deprived children in SIMD 1. This gap between has been decreasing over the past 5 years.

Progress Indicator: % of P1 achieving Early Level Literacy



Description: The percentage of Primary 1 pupils achieving Curriculum for Excellence Early Level Literacy (combined Reading, Writing and Listening & Talking)

Progress will be shown by this indicator increasing



The 2017/18 individual component figures are:
 83% for Reading
 80% for Writing
 89% for Listening & Talking
 all of which are above the 2016/17 levels. The gap between the most deprived and least deprived is 26 percentage points (89% v 63%) and is similar to the gap from 2016/17.

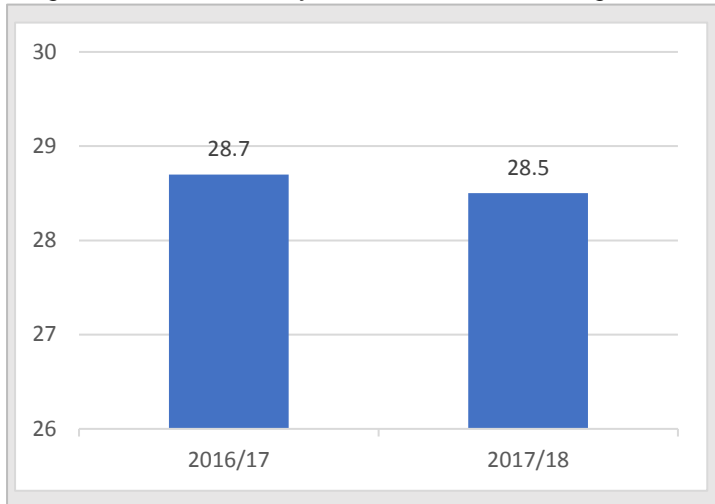
In December 2016 we trained a team of CEC Hanen trainers who are qualified to deliver high quality staff development sessions on Hanen approaches to supporting early language acquisition. We targeted establishments with high levels of SIMD 1 & 2 initially, and we have gradually extended the offer more widely. So far 36 Early Years settings have undertaken Hanen Teacher Talk.

Outcome: Children and young people's attendance, engagement and achievement will be improved and the poverty related attainment gap will be reduced

Progress Indicator: Percentage point gap between least and most deprived for Primary Literacy ●

Description: The poverty related gap in achievement of Curriculum for Excellence levels in Literacy for Primary 1, 4 & 7 pupils combined

Progress will be shown by this indicator decreasing



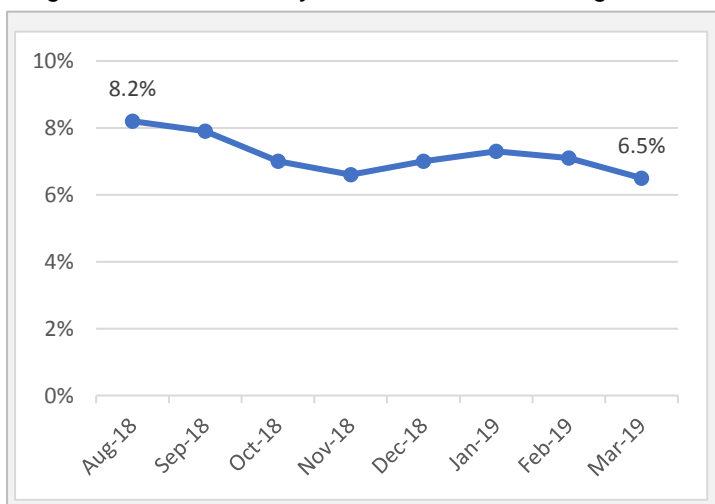
In 2017/18 the least deprived pupils (living in SIMD Quintile 5) achieved 87.5% compared to 59.0% for those most deprived (living in SIMD Quintile 1) giving a gap of 28.5 percentage points. This was marginally less than the 28.7 in 2016/17.

Almost all schools use Pupil Equity Funding to support the building of cultural, social and emotional capital for children and young people experiencing poverty-related disadvantage. The 1 in 5 Raising Awareness of Child Poverty training delivered to over 90 schools (secondary, primary, special and early years), all of which are implementing its recommendations and developing poverty-proofing approaches.

Progress Indicator: % of Primary pupils with low attendance ●

Description: The percentage of Primary pupils, P1 to P7, whose attendance is less than 85%

Progress will be shown by this indicator decreasing



The figure has decreased from 8.2% to 6.5% during the session. The end of March 2019 figure is marginally above the 6% target that had been set for the full session. The full year figure for the previous session was estimated at 6.8%.

The 2018/19 school session is the first where the reporting of attendance has explicitly focused on the numbers of pupils with low attendance. Work will continue next session to track which schools are beginning to make a difference.

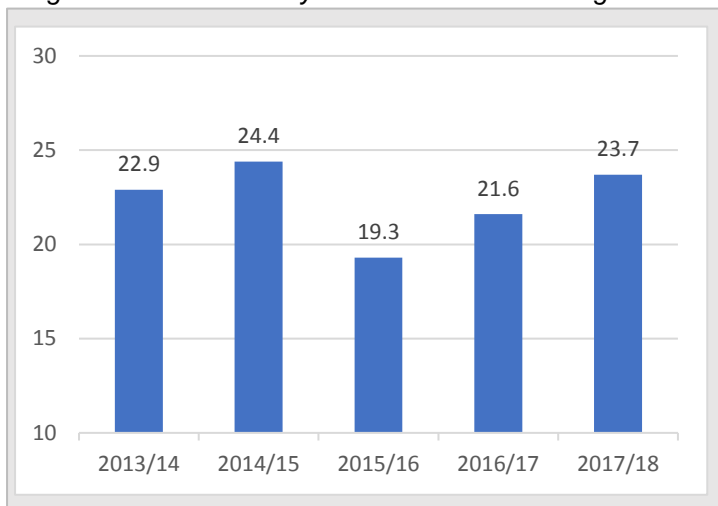
Outcome: **Children and young people's attendance, engagement and achievement will be improved and the poverty related attainment gap will be reduced**

Progress Indicator: Percentage point gap between least and most deprived for 1+ SCQF level 5 for school leavers



Description: The poverty related gap in achievement of school leavers achieving one or more subjects at National 5 or equivalent

Progress will be shown by this indicator decreasing



The gap has increased over the last two years and shows no sign of narrowing over the five years of figures. Whilst there is evidence of addressing the gap at SCQF level 3 it is clear that there is not progress at levels 4, 5 and 6.

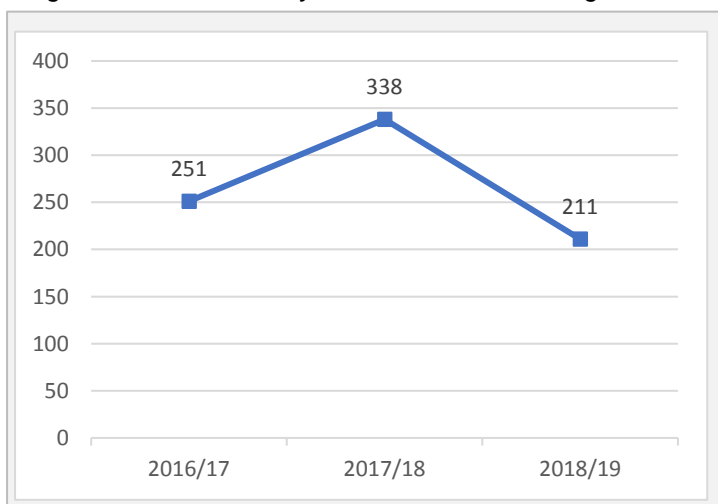
The Edinburgh Learns Equity framework includes advice to schools about closing the poverty-related attainment gap. The Edinburgh Learns Team will be offering targeted support in sharing effective pedagogies and practices for closing the gap. Session 2017-18 saw the introduction of Pupil Equity Funding and work is ongoing to identify and share effective practice in the deployment of these funds.

Progress Indicator: Number of senior phase age pupils studying vocational qualifications delivered by Edinburgh college



Description: This measure reports on the number of senior phase school pupils studying vocational qualifications delivered by colleges.

Progress will be shown by this indicator increasing



After an increase in 2017/18 the latest figure shows a significant drop rather than the agreed target with the Scottish Funding Council of 452.

Following Queen Margaret University's support for the 'Academies' programme there was confusion with schools that the courses no longer existed, but these had always been delivered by Edinburgh College as a route into University. Despite new courses coming online the awareness, value and understanding of these was not sufficient to increase the numbers this year.

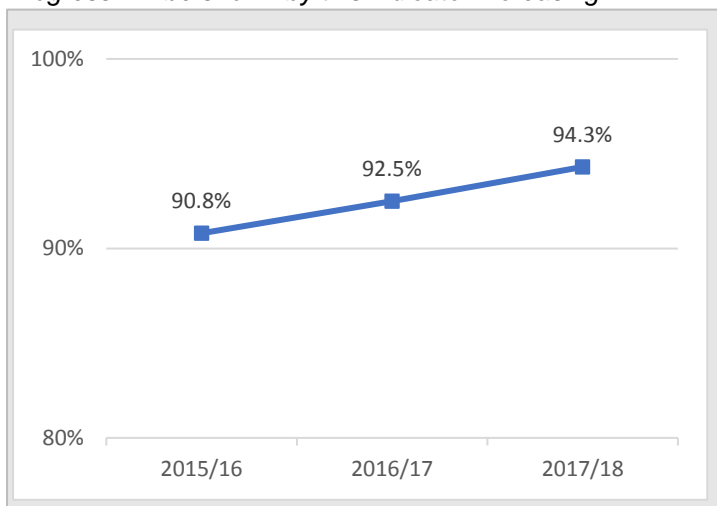
Outcome: **Children and young people's attendance, engagement and achievement will be improved and the poverty related attainment gap will be reduced**

Progress Indicator: % of 16-19 year olds participating in education, training or employment



Description: The Participation Measure for the activity of the wider 16-19 year old cohort, including those at school, takes account of all statuses for individuals over the whole year

Progress will be shown by this indicator increasing



The figure has increased in each of the last two years and is now in line with the national figure of 94.4%. Improving outcomes for targeted equity groups, such as Looked after/care-experience, ASN, BME is still a focus for all partners.

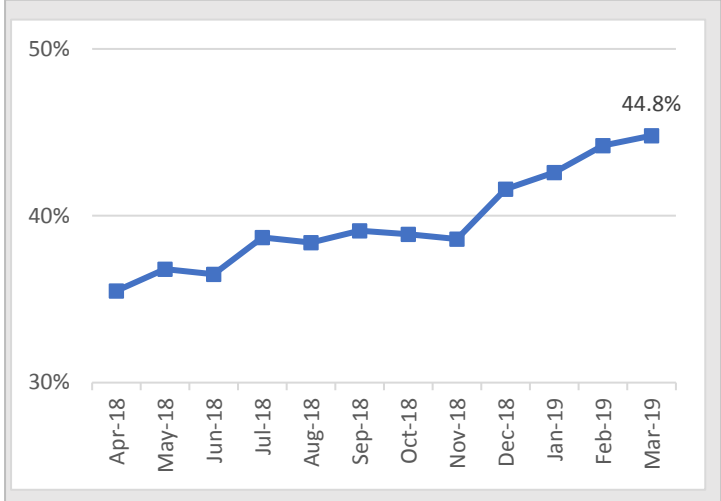
A key driver has been enhanced understanding of the 16plus Data Hub's role in improving outcomes for young people. This has enabled the coordination of resources effectively across schools, Skills Development Scotland, Edinburgh College, Edinburgh Guarantee and other partners to support young people with the right guidance at the appropriate time.

Outcome: **Every child and young person will have good wellbeing and achieve the best possible health**

Progress Indicator: % of children and young people seen for CAMHS treatment within 18 weeks of referral ●

Description: % of children and young people seen for CAMHS treatment, by the out-patient teams, within 18 weeks of referral (six-month rolling figure)

Progress will be shown by this indicator increasing



The six-month rolling average figure has increased steadily through 2018/19.

Whilst the 2018/19 figure was still relatively low at 42% the annual figures have shown improvement.

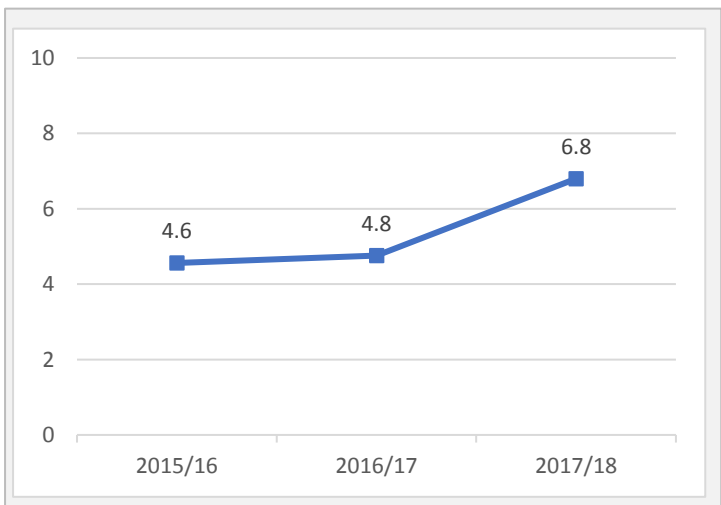
2017/18 = 37.2%
2016/17 = 30.9%

Modelling has shown that there is insufficient capacity within the Edinburgh teams to meet demand and therefore the 18 week Referral to Treatment standard. The bulk of Scottish Government funding to support Health Boards increase the specialist CAMHS workforce has been invested in developing a Neurodevelopmental Team for North Edinburgh. The impact of this is not yet known, but will help reduce long waits. NHS Lothian has also invested additional funding in CAMHS and it is anticipated that the 18 week standard will be achieved no later than December 2020.

Progress Indicator: Number of Drugs and Alcohol related A&E attendances for young people (rate per 1,000) ●

Description: Number of A&E attendances for young people, aged 10 to 17, where drugs or alcohol were recorded, expressed as a rate per 1,000

Progress will be shown by this indicator decreasing



The number of cases recorded and rate per 1,000 has shown an increase over the three year period. The 2017/18 figure related to 233 individual cases.

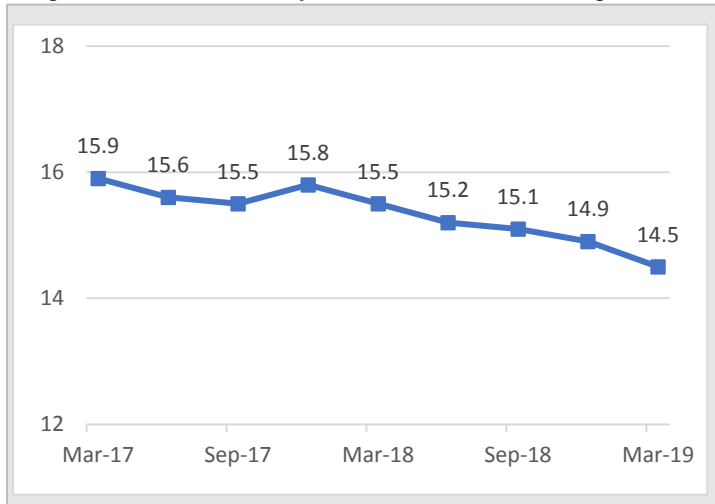
Issues with collecting and reporting this data mean this indicator is not available going forward.

Outcome: **Every child and young person will have good wellbeing and achieve the best possible health**

Progress Indicator: **Number of Looked After Children (rate per 1,000)** ●

Description: The number of Looked After Children expressed as a rate per 1,000 population aged 0 to 17

Progress will be shown by this indicator decreasing



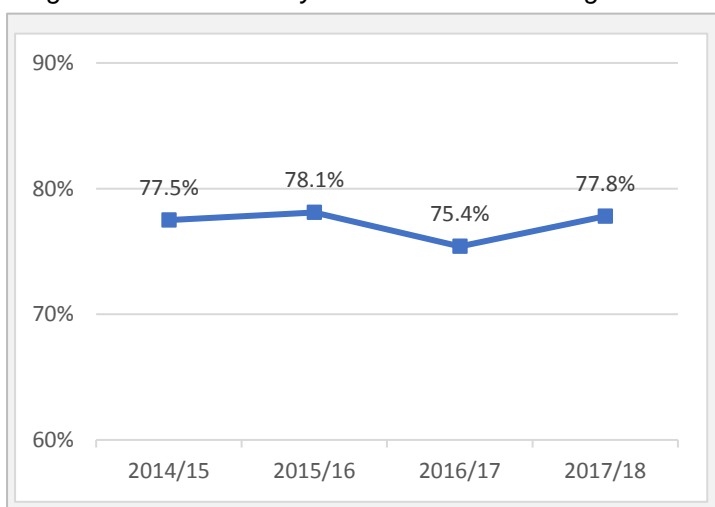
This has shown a steady decrease with the number of Looked After Children falling from 1,327 to 1,256 between April 2018 and March 2019. The numbers in kinship care, foster care and residential have decreased whilst the number LAC at Home has remained relatively static. The changing age profile, with a higher number now aged 16 & 17, has contributed to the recent trend as more are reaching 18 and ceasing LAC or moving into Continuing Care.

The reduction in the need for children to be Looked After can be attributed to a number of positive developments including the implementation of restorative, strengths based and relationship based practice across services, the impact of specialist services and the increasing confidence and competence of staff in the Getting it Right for Every Child approach.

Progress Indicator: **% of healthy weight children in Primary 1** ●

Description: Percentage of children in Primary 1, in each school session, receiving a review whose BMI is healthy, i.e. not underweight or at risk of overweight or obesity

Progress will be shown by this indicator increasing



The number of children at risk from overweight and obesity in Edinburgh and Lothian has remained relatively stable over the past 10 years. In 2017/18 69.7% of those in the most deprived quartile were of healthy weight compared to 82.9% in the least deprived quartile, giving a gap of 13 percentage points.

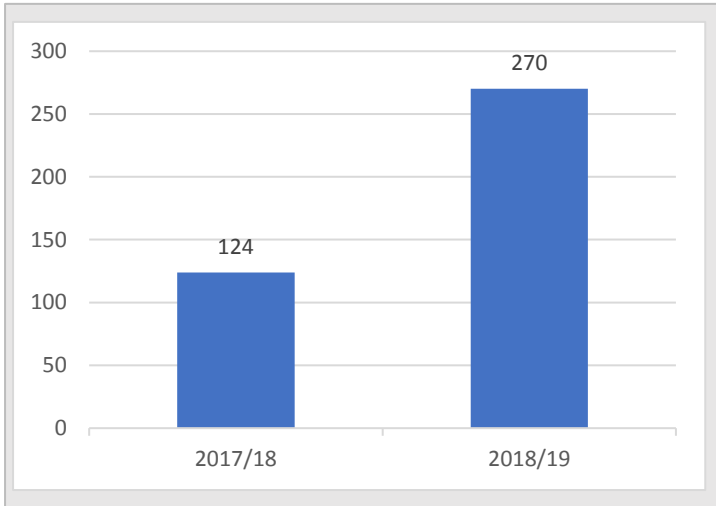
The demographics of the children affected has shifted. There is an increase in the number of children in SIMD 1/2 at risk of overweight and obesity whilst there is a decrease in the number of children in SIMD 4/5 at risk. This is a widening of the inequalities gap and the trend is replicated across Scotland.

Outcome: **Equity amongst children and young people and their families will be advanced**

Progress Indicator: Numbers of families engaging with the income maximisation service ●

Description: Numbers of families engaging with the income maximisation service

Progress will be shown by this indicator increasing



The number of families engaging more than doubled from the 2017/18 figure.

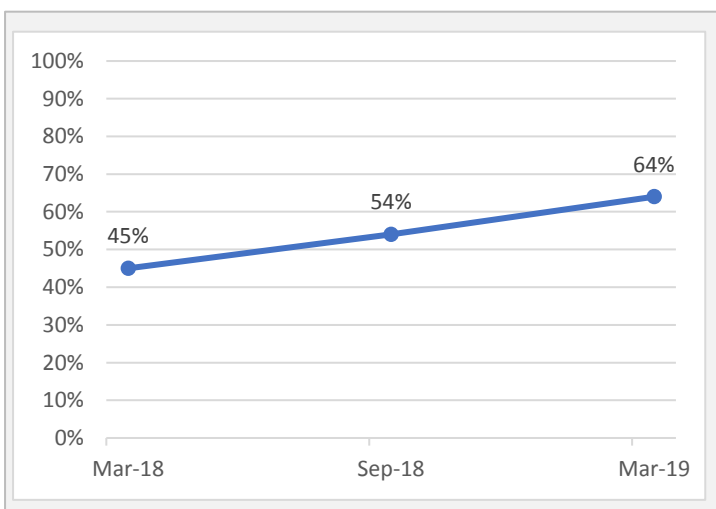
During 2018/19 the financial gains by families engaging with the service was in excess of £450k.

There were over 600 appointments attended and 25 schools engaged with the service during 2018/19, both of which were large increases on 2017/18.

Progress Indicator: % of LA Early Years settings offering a flexible and accessible service ●

Description: The % of LA EY settings (i.e. nursery classes/schools, EY centres & campuses) that are able to offer more than one option of funded Early Learning and Childcare.

Progress will be shown by this indicator increasing



The figures are increasing in line with the current target set.

The 64% represents 61 from 96 local authority settings.

In addition for 2019, 91% (104 from 114) partner provider settings are offering more than one option and overall the figure is therefore 74%: 165 from 210 total settings providing funded Early Learning and Childcare.

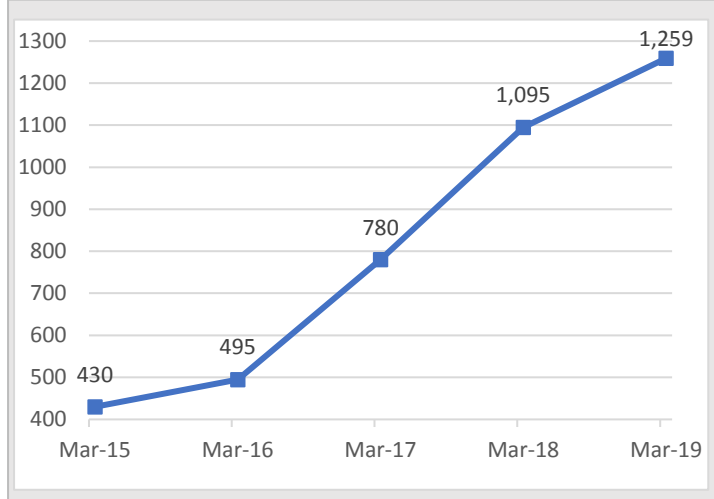
Outcome: **Equity amongst children and young people and their families will be advanced**

Progress Indicator: Number of children in temporary accommodation



Description:

Progress will be shown by this indicator decreasing



There has been a year on year increase since 2015.

As on 31 March 2019, there were 2,147 children included as part of a current homeless case and of this number 1,259 children were residing in our Temporary Accommodation.

There is a trend in larger families impacting on this number and not an increase in the number of households presenting as homeless.

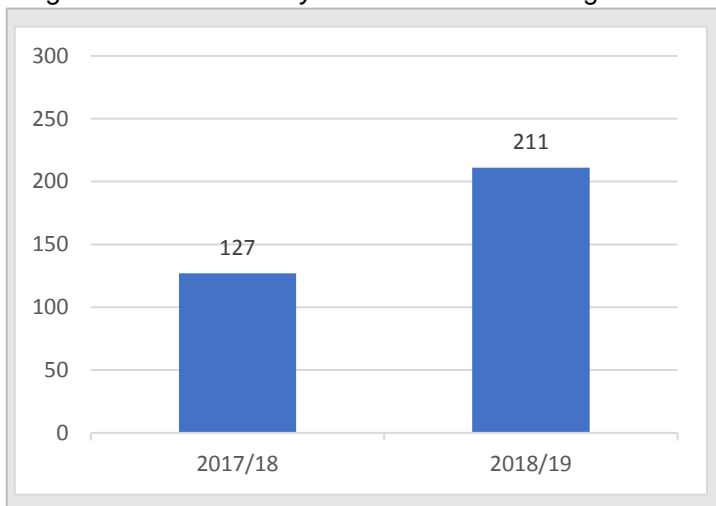
Outcome: **Children, young people, their families and communities will be empowered to improve their wellbeing**

Progress Indicator: Number of financial transactions for SDS packages within the Locality Practice teams



Description: The total number of financial transactions to support SDS packages for children and young people made through the Communities & Families Locality teams

Progress will be shown by this indicator increasing



There was a large increase in individual transactions in 2018/19 and the total spend relating to this increased to £115k from £45k.

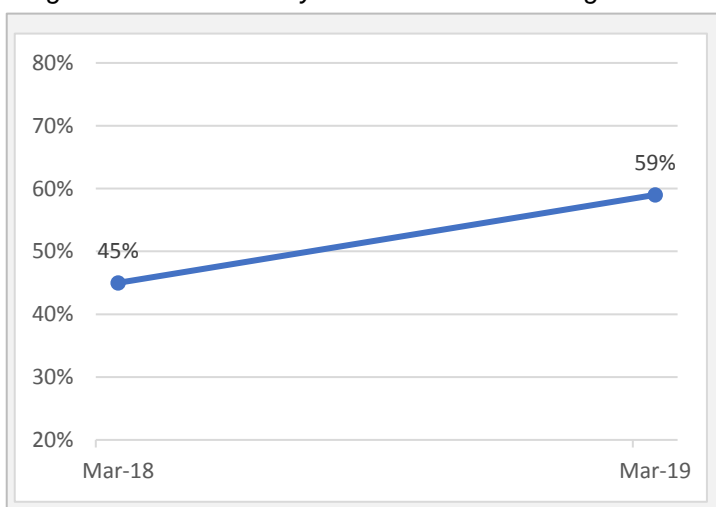
There is an increasing awareness of, and confidence in, the possibilities that SDS can offer in working with families. There is evidence that the support provided through SDS has had a positive outcome. Examples of spends range from School Holiday Clubs/Camps, 1 to 1 support to parents, family activities, horse-riding, skiing, gliding, boxing and driving lessons.

Progress Indicator: % of schools working at Bronze Level or above for the Rights Respecting School Award



Description: The percentage of Primary, Secondary and Special schools registered for UNICEF Rights Respecting School Award and working at Bronze Level or above

Progress will be shown by this indicator increasing



A total of 73 schools are working at Bronze level or above with 21 Silver and 9 Gold. A further 22 schools have registered with the Award. The 73 schools represents 59% of all Primary, Secondary and Special LA schools in Edinburgh.

95 schools are registered as working within the UNICEF Rights Respecting Schools Award (RRSA) and head teachers continue to report positive impacts on children and young people’s relationships, behaviour, respect for self and others, engagement in learning and positive attitudes to diversity.