

FALKIRK COUNCIL

**Subject: CHILDREN'S SERVICES PERFORMANCE UPDATE**  
**Meeting: PERFORMANCE PANEL**  
**Date: 18 FEBRUARY 2016**  
**Author: DIRECTOR OF CHILDREN'S SERVICES**

**1. INTRODUCTION**

- 1.1 This report sets out an executive summary of Children's Services performance for the period April to September 2015 and includes our:
- key priorities;
  - key areas for improvement;
  - significant challenges, risks and changes in Service pressures since the last Performance Panel update;
  - important indicators; and
  - engagement with our customers.
- 1.2 The attached Performance Panel Statement seeks to update Members on progress towards achieving the important actions and indicators drawn from our Service Plan.

**2. KEY PRIORITIES**

- 2.1 We have set the following key priorities for our Service since the development of the Service in August 2015. These are:

**Priority One: Raising Attainment**

**Priority Two: Improve Outcomes for Children Leaving Care**

**Priority Three: Infrastructure, Capacity and Transformational Change**

- 2.2 As Officers we continually monitor progress on all of the actions within our Service Plan. We have identified 30 key actions from our Service Performance Plan which ensure the above priorities are met. Progress on each of these is provided in the attached Performance Panel Statement.

**3. KEY AREAS FOR IMPROVEMENT**

- 3.1 We have identified 9 areas for improvement within the Service. An update on the progress of each Group is provided below:

**Priority One: Raising Attainment**

- 3.2 **S4-6 ATTAINMENT DATA**

- 3.2.1 Insight is an online benchmarking tool that went live in September 2014. It is designed to help bring about improvements for pupils in the senior phase (S4 to S6). It is a professional tool for secondary schools and local authorities to identify areas of success and where improvements can be made. The system is updated twice annually, around September for attainment results, and February for school leavers' data.
- 3.2.2 Prior to 2014, Falkirk Council was one of a small number of local authorities that had a policy of early SQA presentation. The Insight benchmarking data includes attainment gained only during the Senior Phase (S4-S6) and does not take account of results gained in S3. The 2013-14 attainment data reported in the appendix to this report does not take account of any results gained from early presentation, with the result that Falkirk's attainment figures are under-reported. This early presentation will continue to have an effect on Falkirk's attainment figures until the publication of SQA results in August 2017.
- 3.2.3 SQA results are updated in August each year, school leaver information is published in December and these data sets are amalgamated and published at the end of February. We will therefore report on this at the March Education Executive Committee

### 3.3 **RAISING OVERALL ATTAINMENT**

- 3.3.1 Children's Services are committed to improving attainment and recognise that strategic actions to ensure that this happens cannot focus simply on the Senior Phase but on the learners' experiences at all stages from 3-18.
- 3.3.2 We are reviewing our monitoring and tracking procedures and how we analyse data that includes the outcomes of the annual school improvement meetings.
- 3.3.3 Collecting and analysing data at school and local authority level helps schools and the centre to identify where there is progress and which practices and interventions are having an impact. At a time of increasingly scarce resources, this analysis also helps to ensure that these resources are directed where they will be most effective.
- 3.3.4 A series of School Improvement Meetings, led by the Director of Children's Services or the Head of Education, accompanied by officers from the centre and the Convenor of Children's Services, were held with Secondary schools' Head Teachers and Senior Management Teams in October and November 2015. The agenda for these meetings includes SQA analysis, a focus on literacy and numeracy levels, attendance, exclusions, positive destinations, self-evaluation and professional learning, and LAAC attainment.
- 3.3.5 Areas of good practice which are evidenced through analysis of data and the outcomes of the robust professional dialogue that takes place at school improvement meetings are now being shared within and between schools and clusters. During these meetings, continuing positive trends were noted in attendance, exclusion and positive destination figures across our secondary schools. Schools are continually challenged during School Improvement Meetings to ensure progress in raising attainment for all.
- 3.3.6 There are areas of very good practice throughout our schools, for example:
  - 1. Early Years, Primary and Secondary teachers and leaders working collaboratively at cluster level to ensure that course content, and the pace and challenge in delivering improvement is raising standards. At points of transition teachers are building

effectively on prior learning. A live example of this relates to a pilot programme relating to Music and PE management and delivery across primary schools. Given that the pilot has only been operating for 18 months we cannot confirm what impact this has had yet on attainment. However what is evident is the impact this is having on pupil progression and transition. The pilot schools are currently reassessing their S1-2 programme as pupils in primary are developing skills and knowledge that would not normally be taught until S1. Some of the schools have highlighted that the future S1-2 cohort will be capable of passing National 3 at the end of S2. Primary pupils have also created greater positive relations with the secondary school staff, helping to build confidence in their move to secondary. This will also impact on more effecting tracking and monitoring from P1 – S6.

2. Work based across clusters to develop a shared understanding of the standards associated with each CfE Level, by moderating standards across primary schools and between primary and secondary sectors.
3. Secondary schools reviewing and revising their Broad General Education course content and teaching & learning methods in S1 to S3 to ensure that pupils at these stages are fully prepared for entry to the Senior Phase (i.e. S4-6).
4. An increasing number of young people progressing to vocational opportunities through working with Forth Valley College. From a percentage of 20.9% in 2013/14, this has risen to 22.8% in 2014/15, which is the largest percentage on record for young people moving on to further education.
5. Falkirk secondary schools have shown significant improvements in English at Higher level with a year on year increase in the A-C pass rate over the past 4 years. In 2015 the Falkirk average A-C pass rate was higher than the national average for the first time since 2002 (by 2%).

There is a need however to ensure that there is consistently good to very good practice within all schools, across all clusters and the authority as a whole.

### **3.4 RAISING ATTAINMENT IN LITERACY AND NUMERACY**

3.4.1 Action to raise attainment in literacy and numeracy in primary and secondary schools has resulted from ongoing review of the relevant strategies which includes an analysis of the following:

- CEM standardised test results in Reading and Mathematics in P1,3,5,7 and S2
- reports following validation of schools' self-evaluations
- HMIE reports
- school improvement plans
- volume and nature of requests from schools for support
- feedback from CPD courses

3.4.2 Highly skilled practitioners from schools are currently being identified to support the delivery of a further range of active literacy and numeracy CPD sessions.

- 3.4.3 Analysis of the latest standardised test data for P1 pupils shows that average P1 scores in Reading and Maths for Falkirk pupils are in line with the Scottish average. However, over the course of P1, pupils living in the most deprived areas made more progress in Reading and Maths than those living in the least deprived areas. This 'value added' element of standardised testing is only available for P1 tests.
- 3.4.4 For P3, 5, & 7 pupils, the latest standardised scores for Reading and Mental Arithmetic are the highest recorded so far for Falkirk Council schools.
- 3.4.5 The framework of standardised testing in Falkirk Council schools will be changed in session 2017/18 as a result of the National Improvement Framework recently published by the Scottish Government.

### **3.5 REPORTING OF ATTAINMENT OF LOOKED-AFTER CHILDREN**

- 3.5.1 Reporting of attainment of this group presents a number of challenges as outlined below and which make it difficult to identify trends.
- 3.5.2 These challenges are as follows:
1. Cohorts of children looked after at home (LAAH)/looked after away from home (LAAFH) are very small, with the ability of just one or two children making a significant impact on the overall attainment data.
  2. Cohorts change from year to year, thus the attainment of a LAAH/LAAFH cohort in, for example, 2014-5 may be very different from that of 2013-4.
  3. The length of time that a child is LAAH/LAAFH varies considerably. A child may be Looked After for only part of a school session, making a correlation between the Looked After status and the child's attainment figure indeterminate.
- 3.5.3 The latest Scottish Government publication 'Educational Outcomes for Looked After Children' gives local authority level data on the destinations of young people who were looked after from 1 August 2013 to 31 July 2014 and who left school during this period. Out of the 23 authorities for whom data was published, Falkirk ranked 7<sup>th</sup> for positive destinations on leaving school, and 3<sup>rd</sup> for sustained positive destinations 9 months after leaving school. This data should be interpreted with caution as only 16 young people were included in this calculation. These small number result in wide variations year on year as outlined above.
- 3.5.4 To combat these challenges, Falkirk Council Children's Services ensures that a wide range of reliable data in addition to and including attainment data are gathered regarding each individual Looked After child and that this data is shared with all who work with these children.

### **Priority Two: Improve Outcomes for Children Leaving Care**

### **3.6 LOOKED AFTER CHILDREN IN COMMUNITY PLACEMENTS**

- 3.6.1 The overall rate per 1000 of children and young people (under 18) of both looked after at home and away from home in Falkirk is lower than the Scottish Average and compares favourably with our comparator Local Authorities. Also, data produced by the

Improvement Service as part of the Local Government Benchmarking Framework for both residential and community placements show that our costs per child week are below the national average and compare favourably with our comparator authorities. (Further detail is provided in the report to Scrutiny Committee, dated 4<sup>th</sup> February 2016.)

- 3.62 However, Falkirk has higher proportions of looked after children in ***residential*** placements (16.2%) compared to Scotland as a whole (8.9%), particularly in residential schools (4.4% v 2.5%) and ‘other residential’ settings such as Care Visions (8.0% v 1.2%). This presents challenges to the Service which require improvements in the areas noted below:

- 1 Increase the number of kinship placements, where safe to do so, as these will now be incentivised by the payment of age-related allowances to provide equity with foster carers.
- 2 As an attempt to increase foster carer numbers, Payroll will be asked to include a message in all Council employee payslips in February ahead of the foster carer recruitment campaign in March.
- 3 The Council contract with external foster carers will be reviewed and revised to negotiate a reduced rate for sibling and long-term placements.

### **Priority Three: Infrastructure, Capacity and Transformational Change**

#### **3.7 BUDGET SAVINGS 2016-17**

- Officers have been very active in considering, evaluating and liaising with Members on budget options and assessing EPIAs for them.
- Officers have also consulted with staff groups on these options.
- Following the Council’s Budget Meeting on 17 February, Officers will be tasked to take forward the budget changes that have been agreed and will report on the progress of delivering and implementing them to the Children’s Services Senior Leadership Team.

#### **3.8 REVIEW CAPACITY TO ENSURE INFRASTRUCTURE IS ADEQUATE TO DELIVER EARLY YEARS PROVISION – WITH CSSLT**

- The final early years campus at Bonnybridge Primary School is due to be installed during Summer 2016, which will complete our initial plans to have appropriate early year capacity within each of our 9 Wards.
- A questionnaire is due to be issued to parents and current service users in February 2016, to seek views on how we have extended our early years provision. This will also include reference to 2 year olds.

#### **3.9 DEVELOP MORE EBUSINESS AND ONLINE SOLUTIONS**

This involves Channel Shift in conjunction with corporate services colleagues in Policy Technology and Improvement in areas of Children’s Services, such as online enrolment; placing requests; and online school payments.

- Joint work is being planned with both Audit and the SSTAR Project Team to identify further potential areas for this.

- This will also support the Scottish Government's commitment to reduce bureaucracy within schools.
- On line "e-module" Data Protection training is also being prioritised for all front line staff.

### 3.10 **EXPAND KINNAIRD PRIMARY PROVISION**

This requires a more permanent solution given demographic pressures:

- Children's and Development Services have worked on submitting a bid for capital funds for this project within the next 3 year capital programme (2016/17 – 2018/19).
- Following the Council's Budget Meeting on 17 February, Officers will take this forward to the planning and design stage if the budget is approved.
- If approved, Children's Services will invite representatives from the Kinnaird PS Parent Council on to the wider design team.

## 4. **UPDATE FROM LAST PERFORMANCE PANEL**

4.1 There have been a number of significant challenges, risks and changes in Service pressures since our last report to Performance Panel. This section notes some of these:

- The Care Inspectorate has carried out a Joint Inspection of Services for Children in Falkirk and the report will be issued later this year.
- Budget pressures have continued to impact on Children's Services as this service represents a high proportion of the Council's expenditure.
- The implementation of the Children and Young People (Scotland) Act from 1<sup>st</sup> April 2015 placed new legislative duties on the Service. These are also likely to increase budget pressures.

## 5. **IMPORTANT INDICATORS**

5.1 Our Service has a suite of indicators that are required for statutory and business related purposes. We have identified 24 important indicators. We have provided information on all of our important indicators in the attached Performance Panel Statement. Indicators that are on target have comparative data for information. Indicators that are significantly below target or slightly below target have additional background information on the progress and improvement actions for each. Some indicators are marked as 'data only' and do not have targets, but these areas of activity impact on other Children's Service areas and so provide important contextual information.

## 6. **ENGAGEMENT WITH CUSTOMERS**

6.1 Our Service is currently in the process of engaging with our service users on the following:

- consulting children and young people on their experiences and views on being in care or on the child protection register.

- obtaining service user/carer input into recruitment and selection processes where possible in the area of Children's Social Work.
- surveying teachers, pupils and parents views on schools

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**DIRECTOR OF CHILDREN'S SERVICES**

Date: FEBRUARY 2016

Ref:– Children's Services Performance Panel Report – February 2016

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## Children's Services – Performance Panel Statement – April to September 2015

### Key Actions Progress



Action is significantly behind target.



Action is slightly behind target or in danger of not achieving deadline.



Action is on target.






Action is completed.









Data only indicator.

### Key Priorities - Children





#### 1. Raising Attainment




Action	Progress	Status
1.1 Increase the number of young people progressing to vocational opportunities through working with Forth Valley College.	From a percentage of 20.9% in 2014, this has risen to 22.8% in 2014/15, which is the largest percentage on record for young people moving on to further education. A new Opportunities for All Co-ordinator has been appointed, who will take this work forward to continue the positive trend.	
1.2 Develop a joint Creative Learning Strategy with Falkirk, Stirling and Clackmannanshire.	A small writing team with representatives from the three local authorities and partners will develop a draft plan by the end of March 2016. This will then go out for consultation with a view to completion by June 2016.	
1.3 Work with practitioners to co-ordinate the creation of a prototype interdisciplinary learning framework	In response to the national Inspection Advice Note 2015-16, this task has been adapted to support establishments in building interdisciplinary learning (IDL) into their whole curriculum framework. To benefit from practitioner collaboration, and reduce workload for all, a Curriculum Support Officer (CSO) and 2 primary depute head teachers designed the Let's Build Deep and Progressive IDL learning sessions for teachers. To date, 36 practitioners from 23 establishments have attended these working sessions. Outcomes so far: 1. Positive evaluation feedback from CPD Manager by practitioners involved 2. 13 IDL plans have been produced - the CSO will upload these to Falkirk's	










Action		Progress	Status
		Interdisciplinary Learning Glow Group to make these available to all 3. some practitioners are applying their learning and knowledge in their own establishment to populate a framework specific to their local context , leading to the desired and sustainable aim of cluster co-ordination of frameworks to ensure progression of learning from 3-18 (Tackling Bureaucracy)	
1.4	Develop a framework to track the progress of children and young people across the broad general education and senior phase in secondary schools	This Action is currently in abeyance following the publication of the National Improvement Framework (NIF). Further national guidance and advice are awaited, specifically regarding the NIF key driver: Assessment of children's progress.	
1.5	Develop an authority framework for measuring attainment across the Broad General Education.	<ul style="list-style-type: none"> <li>This task has been overtaken by Scottish Government's publication of the National Improvement Framework, which, in January 2016, announced the introduction of a standardised testing programme for 2017 for Scotland's schools to supersede the Durham University programme currently used widely.</li> <li>This new testing regime overtakes any requirement for current testing to be moderated with other local authorities against Curriculum for Excellence levels, especially given the limited resources available to do this for only short-term gain.</li> </ul>	
1.6	Address literacy and numeracy priorities emerging from CEM results 2014/ 2015 in order provide relevant staff CPD opportunities.	<ul style="list-style-type: none"> <li>Following analysis of CEM results, validation reports, school improvement plans, requests from schools and feedback from previous courses, a range of active literacy and numeracy CPD sessions have been designed for session 2015/2016.</li> <li>These sessions were expected to be delivered from August 2015. In the absence of a Support Officer for Literacy and Numeracy (following recruitment difficulties), suitable practitioners from schools are being identified to deliver these sessions.</li> <li>The CSO post will be re-advertised with the intention of filling it before the end of session 2015/2016.</li> </ul>	
1.7	Publish a 3 year "Developing the Young Workforce" plan in accordance with Scottish Government expectations.	This work is still ongoing due to outstanding decisions to be made by various partners which include Skills Development Scotland, the Employment and Training Unit and Forth Valley College. This work will be taken forward by the yet-to-be-recruited new Opportunities for All Co-ordinator.	
1.8	Implement a new Standard for Work Placements that Education Scotland is producing as part of 'Developing the Young Workforce'.	The Co-ordinator attended a WorkIT User Group meeting on 24th November with other local authority users and Gateway staff. Discussion took place around changes to WorkIT to help implement parts of the Standard. Work is on track to implement the new Standard and further involvement of relevant bodies is planned.	
1.9	Complete a Health & Wellbeing audit across all education establishments to create a plan addressing areas for development and priority and good practice.	The audit was completed in October 2015 and is currently being analysed.	








## 2. Improve Outcomes for Children Leaving Care

Action	Progress	Status
2.1 Develop monitoring of ASL planning for Looked After Children	<ul style="list-style-type: none"> <li>A revised version of the Looked After Children's Attendance and Exclusion, Children's Services Scrutiny group is being established. This group will regularly meet to monitor and review the attendance and exclusion rates across the council and drill down to individual children to understand the factors contributing to the need to exclude.</li> <li>They will also provide support and challenge to schools to work towards inclusive solutions to prevent the need to exclude.</li> <li>The group will also make recommendations to support the development of resources to further assist our schools and services to enable our LAC children and young people to have their needs more fully met.</li> </ul>	
2.2 Support the Scrutiny Panel on Outcomes for Looked After Children and implement recommendations	A draft Scoping Document was submitted to Governance for progressing in mid-January. A start date is awaited.	
2.3 Contribute to the development of a new Corporate parenting Plan	The Children's Commission has agreed that corporate parenting will sit within the planning structure of the Commission. Development work will be part of the duties of the Corporate Parenting and Vulnerable Groups Work Stream. As part of this, the corporate parenting plan will be integrated into our Integrated Children's Services Plan, due for publication in March 2016.	
2.4 Plan and implement arrangements for residential child care workforce to work towards degree level (SCQF Level 9) qualifications.	<ul style="list-style-type: none"> <li>The degree level (SCQF Level 9) qualifications are under development by SQA. The Workforce Development Manager is in close contact with SQA and SSSC as to when the qualifications will be available and launched. The SQA has now indicated that these will be HN awards (i.e. not SVQ awards). These, therefore, cannot be delivered via the in-house SVQ assessment centre.</li> <li>Residential child care workers will have an individual learning plan or pathway to enable them to work towards the level 9 qualification. HEIs have not yet advertised that they are going to deliver programmes. Relevant managers will continue to meet to address the implementation plan.</li> <li>The majority of the residential child care staff in Falkirk have the full qualifications to meet the current required level for SSSC registration. The new agenda will require all of these staff to undertake some considerable further work on qualification in a phased way.</li> </ul>	

Action	Progress	Status
2.5 Commission services for children and young people with disabilities with a particular focus on those young people who are approaching school leaving age	<ul style="list-style-type: none"> <li>• A PSIF self evaluation on Transitions was carried out in 2015. Following the review of autism services we are embedding an 'early bird' approach with parents of young people diagnosed as ASD.</li> <li>• A funding bid has been made to pilot a test of change around building capacity and independence in young people with autism moving on to adulthood.</li> </ul>	
2.6 Support the Scrutiny Panel on Outcomes for Looked After Children and implement recommendations	<ul style="list-style-type: none"> <li>• The scope of the Panel is to consider why the outcomes for looked after children and young people are different from their non-looked after peers and to identify any differences between different groups of young people.</li> <li>• The Panel has completed a series of meetings focused on background information and context and has heard from a number of internally provided services.</li> <li>• Arrangements are now being finalised for the next phase of activity, which will include hearing from young people and other services. This will include visits to specialist services such as residential establishments for young people.</li> </ul>	
2.7 Provide appropriate support to young people who are looked after and those previously looked after.	<ul style="list-style-type: none"> <li>• The service continues to provide a high level of support to our looked after young people, with Wallace Crescent and Tremanna Children's homes both receiving "very good" overall ratings from the Care Inspectorate within the last 3 months.</li> <li>• Our established partnership with CareVisions continues to benefit our young people, with Westside Farm home also receiving a positive inspection report. We have recently progressed partnership with a further local provider, enabling us to increase our capacity to accommodate a further 4 Falkirk young people within the local community at the end of last year.</li> <li>• Our leaving care service and area teams continue to support young people on their journey from care to independence, using innovative approaches to engage with young people and to work collaboratively with our partners in maximising the life chances and opportunities for this vulnerable group.</li> </ul>	

### 3. Infrastructure, Capacity and Transformational Change

Action	Progress	Status
3.1 Social Work Information System	Replacement of the in-house SW Information System requires a commissioning team of project manager and two core project staff to be appointed to develop a comprehensive specification of information and functional requirements. The project cannot start until these resources are authorised. A Project Board needs to be established to lead the project, and assign a range of staff across social work to inform the development of the specification.	
3.2 Deliver on budget cuts 2015/16		
3.3 Agree budget cuts 2016/17		
3.4 Carry out a review of the CLD Service (per council budget decision).	Review has been undertaken and will be progressed once the budget options have been considered by Council in February 2016.	
3.5 Introduce centralised admissions system / process for nursery pupils and consolidate early years capacity planning in central team.	<p>- January 2016: Centralised enrolments process underway for second year running.</p> <p>- Further work planned in 2016 re: alignment with, and further centralisation of, nursery enrolments process and the development of an online facility for placing requests.</p>	
3.6 Review capacity to ensure infrastructure is adequate to deliver Early Years provision.	All data regarding capacity in nursery classes have now been passed to CSSLT for resulting action.	
3.7 Review and improve the use of MIS within the service and ensure our ICT software, hardware and infrastructure is up to date and meets current business and curricular need.	<p>A review by Internal Audit of SEEMiS for both licencing and Security Controls received a positive report, with some remedial actions. A System Security Statement is currently in production, as well as an Access Control Policy.</p> <p>There is an ongoing project with SEEMiS to provide additional resilience to the data connection, providing automatic failover should an issue arise.</p> <p>A new SEEMiS online help portal has been established, allowing designated users to log, track and review issues. In addition, the Support Systems Team has created training videos to support schools in a more sustainable way.</p> <p>A pilot of Groupcall, the new parent communications portal, is underway in 5 establishments. Some positive results have been achieved, with a reduction in the use of paid texts and an increase in the use of parental email for non-urgent messaging. A parental app is also in trial at one establishment.</p>	

Action	Progress	Status
3.8 Develop and implement more e-business and online solutions supporting all service users including parents.	The Council's Channel Shift Group has met 3 times and is currently working to identify a Channel Shift product that can be procured to support a move to increased online solutions for the public.  Children's Services has identified some areas for including in this work: Online Enrolment, Placing Requests, and Online school payments.	
3.9 Develop a model that supports and allows community asset transfers (community halls and community centres per budget decision)	We have developed a model based on usage figures and forecasts for 2015/2016. This has resulted in identifying the least used community halls. The hall users and management committees have been informed and meetings have taken place to explore either closure or CAT (Community Asset Transfer).	
3.10 In response to demographic growth – expand capacity in Kinnaird PS, Maddiston PS and Larbert HS		
3.11 In response to demographic growth – expand capacity in Kinnaird PS	January 2016: Kinnaird PS now operating with 3-stream capacity following installation of modular accommodation. - Permanent extension planned to follow, subject to agreement to include in 2016-2019 Capital Programme (Feb 2016).	
3.12 In response to demographic growth – expand capacity in Maddiston PS	Nursery capacity increased in Jan 2016 with modular accommodation. Further capacity increases will be planned in response to anticipated roll increases in the coming years.	
3.13 In response to demographic growth – expand capacity in Larbert HS	Planning for this is at a very early stage. Further work is expected in spring/summer 2016 once construction is underway at the Carrongrange-replacement school and completion date for that is finalised.	
3.14 Build new ASN secondary school in Grangemouth	- Hubco Stage 1 Report was submitted in Sept 2015 and approved by Falkirk Council in October 2015. The timescale for the new build is as follows: - planning permission granted December 2015 - stage 2 almost complete (Jan 2016) - Stage 2 report anticipated mid-Feb 2016 - Advance works anticipated Feb-April 2016 - Financial close expected by mid April - construction start expected May 2015 - construction expected to finish July 2017 - school opening planned for August 2017	

## Important Indicators on Target – Children's Services

		2013/14	2014/15	2015/16	Target	Benchmark
		Value	Value	Value		
1.	SWK_CHF_LAC_02a Rate per 1000 population of children looked after at home (LAAH)	4.6	3.6	3.7	Data Only	Scotland 2014/15 = 4.0
2.	SWK_CHF_LAC_03a Rate per 1000 population of children looked away from home (LAAF)	7.1	8	7.7	Data Only	Scotland 2014/15 - 10.9
3	SWK_CHF_LAC_06 Proportion of young people who are looked after who have a plan	100%	100%	100%	100%	Scottish average 2014/15 - 97.0%
4	SWK_CJS_REP_01 Percentage of Criminal Justice Social Work Reports submitted to court by the due date	99.9%	98.8%	97.9%	100.0%	No benchmark
5	SWK_CJS_CPO_02 Percentage of individuals on new CPOs with supervision requirement seen by a supervising officer within one week	92.8%	92.9%	93.9%	100.0%	No benchmark

## New Indicators – Children (as at latest data available – awaiting 2014/15 data being published by Scottish Government)

		2013/14	2014/15	2015/16	Target	Benchmark
		Value	Value	Value		
6.	EDU_ECO_011 % of school leavers entering a positive destination - initial survey	92.9%	Not yet available	-	91.5%	Although school leaver destinations were reported previously, a different data source and benchmarking arrangement has been introduced for CfE
7.	EDU_ECO_025 % of school leavers attaining Level 4 in Literacy	88.5%	Not yet available	-	90%	New CfE measure. 2013/14 data forms baseline. 2014/15 data will be available

		2013/14	2014/15	2015/16	Target	Benchmark
		Value	Value	Value		
8.	EDU_ECO_026 % of school leavers attaining Level 4 in Numeracy	78.9%	Not yet available	-	82%	at the end of February 2016
9.	EDU_ECO_027 % of school leavers attaining Level 5 in Literacy	69.8%	Not yet available	-	71.5%	
10	EDU_ECO_028 % of school leavers attaining Level 5 in Numeracy	61.6%	Not yet available		63%	
11.	EDU_ECO_029 % of school leavers gaining 3 or more Highers	44%	Not yet available	-	46%	
12.	EDU_ECO_030 % of school leavers gaining 5 or more Highers	30.4%	Not yet available	-	33%	
13.	EDU_EQU_017 % of LAAH school leavers achieving level 4 in Literacy	22.2%	Not yet available	-	-	Although the performance of Looked After Children is a key priority for Children's Services, target setting and benchmarking are not always helpful as very small numbers are involved. The ability of one child can have an enormous effect of the average performance of the whole authority
14.	EDU_EQU_018 % of LAAFH school leavers achieving level 4 in Literacy	66.7%	Not yet available	-	-	
15.	EDU_EQU_019 % of LAAH school leavers achieving level 4 in Numeracy	11.1%	Not yet available	-	-	
16.	EDU_EQU_020 % of LAAFH school leavers achieving level 4 in Numeracy	40%	Not yet available	-	-	
17.	EDU_EQU_025 Tariff score of lowest attaining 20% of School Leavers	129	Not yet available	-	135	New CfE measure. 2013/14 data forms baseline. 2014/15 data will be available at the end of February 2016
18.	EDU_EQU_026 % of LAAH school leavers entering a positive destination	44.4%	Not yet available	-	-	See comment above re Looked After Children
19	EDU_EQU_027 % of LAAFH school leavers entering a positive destination	80%	Not yet available	-	-	

## Important Indicators slightly below target – Children

None

## Important Indicators significantly below target – Children

	2013/14	2014/15	2015/16	Target	Benchmark
<b>20. SWK_CHF_LAC_04a</b> <b>Proportion of all looked after children in community placements</b>	84.5%	81.6%	83.8%	91.1%	Scottish average 2014/15 - 91.1%
<b>Progress</b>					
Falkirk has higher proportions of looked after children in residential placements (16.2%) compared to Scotland as a whole (8.9%), particularly in residential schools (4.4% v 2.5%) and 'other residential' settings such as Care Visions (8.0% v 1.2%).					
Falkirk residential placements - 31/07/14 – 68 (10 in Falkirk Residential Home); 31/07/15 – 59 (9); latest @ 31/12/15 - 58 (9)					
<b>Improvement Action</b>					
<ol style="list-style-type: none"> <li>1 Increase the number of kinship placements, where safe to do so, as these will now be incentivised by the payment of age-related allowances to provide equity with foster carers.</li> <li>2 As an attempt to increase foster carer numbers, Payroll will be asked to include a message in all Council employee payslips in February ahead of the foster carer recruitment campaign in March.</li> <li>3 The Council contract with external foster carers will be reviewed and revised to negotiate a reduced rate for sibling and long-term placements.</li> </ol>					



	2013/14	2014/15	2015/16	Target	Benchmark
<b>21. SWK_CHF_CRP_01</b> <b>Proportion of complaints completed by Children &amp; Families Social Work and Criminal Justice Service within 20 days</b>	77.2%	58.3%	58.3%	70.0%	Council standard
<b>Progress</b>					
Recovering from poor performance between April & June - 2015/16: Q1 – 42.9%; Q2 – 71.2%					
The indicator is reported quarterly and over the last 3 years the target has been met in 50% of the quarters.					
During 2015/16 there have been no complaints cases referred to the Social Work Complaints Review Committee. Two complaints were referred to the Ombudsman during the period, but neither were substantiated.					
<b>Improvement Action</b>					
<ul style="list-style-type: none"> <li>Complaints in relation to C&amp;F tend to be from parents who disagree with the professional assessment in relation to their children (e.g. Child Protection registration and/or accommodating the child/young person via the Children's Hearing system or via a CPO from the Sheriff Court.</li> <li>Consequently, the complaints tend to be complex to investigate and to ensure that as full a response as possible is given means that the timescales are often very difficult to meet.</li> <li>Often investigation of these complaints means that further child care reviews of the TAC (Team Around the Child) meetings have to be organised to reconsider the parent's concerns and this adds to the delays.</li> <li>During the same period, the Service received many compliments and this needs to be balanced against the number of complaints.</li> </ul>					

## Important Indicators – Data Only



	2013/14	2014/15	2015/16 (to end Q2 unless stated otherwise)	Target	Benchmark
	Value	Value	Value		
<b>22. SWK_CHF_CP_01 &amp; 01a</b> The number and rate per 1000 referrals dealt with by social work under Child Protection procedures	218 & 7.7	207 & 7.3	78 & 2.8	Target not appropriate	No benchmark


## Important Indicators – Reported Annually

	2013/14	2014/15	2015/16	Target	Benchmark
	Value	Value	Value		
<b>23. SWK_CHF_RSP_01</b> Number of overnight respite weeks provided to children with a disability	231.7	210.4	Data not yet available	>210.4	Scottish Government Concordat 2010/11 - 211.7
<b>24. SWK_CHF_RSP_02</b> Number of daytime respite weeks provided to children with a disability	521.1	447.3	Data not yet available	>447.3	Scottish Government Concordat 2010/11 - 587.7

## Audits

Title	Update	Status
Internal Audit of SEEMIS information system	Improvement actions identified and in progress	

**Inspections** (during period: 1/4/15 – 31/12/15)

Title	Update	Status
Tremanna Care Home (23/11/2015)	Care and Support = 5, Environment = 5, Staffing = 5, Management & Leadership = 5	
Braes Care Home (23/11/2015)	Care and Support = 5, Environment = 5, Staffing = 5, Management & Leadership = 5	