

**Tayside Plan for
Children, Young People and Families
(2021-2023)**

Annual Report 2021-2022

**Tayside Regional
Improvement Collaborative**

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This report was approved by the Tayside Regional Improvement Collaborative on 1/9/22. Should you wish to enquire on this report, please contact us via www.taycollab.org.uk

Foreword

Welcome to the end of year progress report on the Tayside Plan for Children Young People and Families covering April 2021 to March 2022. There is much to report on the progress we have made towards improving outcomes for children, young people and families across Tayside. This report will highlight what we have achieved and how we relate this to evidence (including our performance data) and what we believe is important, as we move forward into the next phase of integrated planning for children across Tayside.

As was reported in the 2020/21 annual progress report, Covid-19 continued to present significant challenges for many families (and particularly more vulnerable families) which will impact on people and communities for years to come, placing increased pressure on children's services. As an existing Collaborative, we were well placed to identify opportunities to work together as we have moved through response to recovery stages. We re-prioritised and reframed some of our approaches, including those for our current plan, which takes us from April 2021 until March 2023, in line with the national planning and reporting framework.

We continue to fully integrate work of the Tayside Regional Improvement Collaborative (TRIC) within our children's planning framework, recognising that outcomes in health, wellbeing and educational attainment are inter-related and inter-dependent. We have recognised and built on early successes and reflected on areas where we want to make further progress.

Our collaborative response to the challenges faced during this reporting period, demonstrate a strong commitment to work together across Tayside. We will continue to further develop and embed our approach to joint work, where there is clear added value to children and families from taking a regional approach. This is reflected in some of the actions that have paused or are not progressing on a Tayside basis, and in those that are being driven forward with clear benefit. This means we have a planning landscape that is not linear. It is one that reflects the commitment of each community planning area to be people-driven, data informed, transparent and responsive to need, so that we can deliver services in a combined way, either locally or across the Tayside region.

TRIC Leadership Group

Introduction

'Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up'

The **Tayside Plan for Children, Young People and Families 2021-23** forms the Integrated Children's Services Plan (ICSP) for the three Community Planning Partnership areas in Tayside and is led by the three Councils in Tayside (Angus, Dundee and Perth and Kinross), NHS Tayside, Police Scotland, the Third Sector and other organisations that influence service delivery in the Community Planning Partnership (CPP) areas. The plan was developed, and is being delivered, within a framework of policy, legislation, evidence-based practice and analyses of local needs. It maintains a focus on the improvement of outcomes for children and young people in the area, recognising the importance of a holistic approach. It builds the collective capacity and resilience of services, shares expertise and makes the best use of resources to accelerate progress towards improving outcomes in health, wellbeing and attainment.

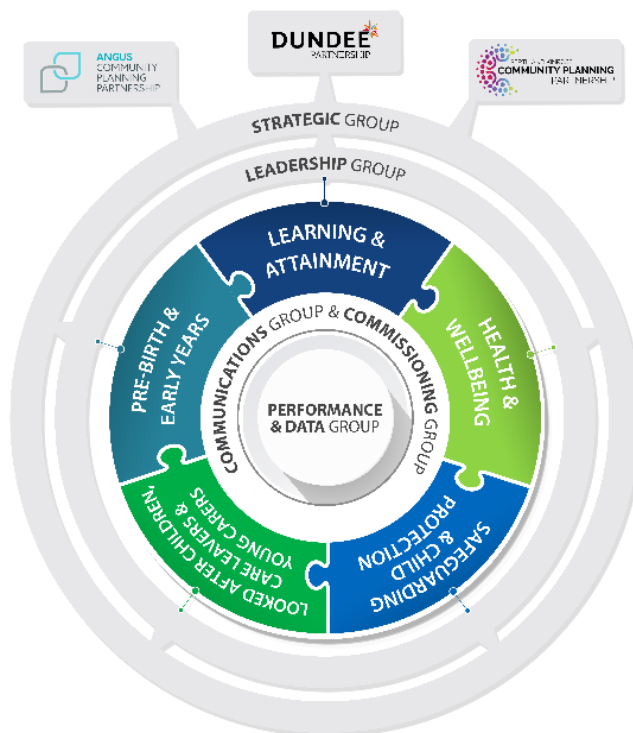
The Plan focuses on five shared priority areas to improve outcomes for children and young people, stated under each associated group in the progress section below.

In developing the Plan, and following consultation with key stakeholders, partners committed to several areas of collaboration: the development of shared planning and delivery; the alignment of systems and processes; shared learning and workforce development. As the first Tayside Plan (2017-2020) was worked through, the ambitious nature of the original priorities was recognised, and the current Tayside Plan was developed to be more streamlined and focused on activities where collaboration between areas could be shown to add value.

The plan is underpinned by a range of key drivers: legislation such as the Children and Young People (Scotland) Act 2014 and the Education (Scotland) Act 2016; national policy such as Getting It Right For Every Child and national improvement frameworks such as Best Start and the Child Protection Improvement Programme. This plan is also heavily influenced by the findings of **The Promise** (reported in February 2020), with the 5 foundations of The Promise underpinning the region's priorities and actions. Although not currently incorporated into Scots Law, the United Nations Convention on the Rights of the Child (UNCRC) has also further informed our approach to Children's Rights.

Tayside Collaborative Model

The diagram below (Figure 1) shows how the Collaborative has worked over the last five years. The five Priority Groups (PGs), with representation from across the three areas, deliver detailed action plans against which their progress is reported. The sub-groups, focussing on Performance and Data, Commissioning and Communication, continue to offer support to the PGs to deliver their outcomes.



Governance is delivered through the Leadership Group and further by the Strategic Group at Chief Executive level. Leadership of TRIC moved from Perth & Kinross Council to Dundee City Council during 2021. There is further governance oversight within the respective Children's Planning Partnerships across Tayside.

Although there has been continued support for the existing collaborative model, the positioning of the Performance and Data at the core of the model continues to reflect how clearly evidencing the impact of collaborative work being undertaken helps drive decision making.

Figure 1: TRIC Collaborative Model

Group Progress and Next Steps

In this reporting period, which includes significant impact of the COVID-19 pandemic, each group continued to base their activity on the original high level aims of the Tayside Plan 2021-2023 (building on the next steps reported in the annual report 2020-2021). This has necessitated a narrowing of focus in some areas compared with actions within the previous Tayside plan (2017-2020).

Priority Group 1: Pre-birth & Early Years

'Our children will have the best start in life in a nurturing environment'

Narrowing the focus of work previously carried out within this priority group, three key areas had been identified for action within the 2021-23 Tayside plan; **transitions for children aged 0-3 years with emergent developmental or additional support need, tracking and monitoring in Early Years and Support for families (welfare and poverty).**

Transitions

During 2021-22, a multi-agency group has worked collaboratively to find new ways of working to improve home to nursery transitions for children aged 0-3 years with emergent developmental or additional support needs.

Data from Public Health Scotland early childhood development statistics (year 2019-2020) at each of the 3 age reviews highlighted significant levels of emergent needs and concerns.

Age review	Highest proportion of concerns
13-15 m	Gross motor skills
27-30 m	Speech language & communication
4-5 y	Emotional & behavioural development

Tests of Change

Over the last year, a series of small tests of change have been carried out in each local authority area. Although each area has had a slightly different focus, a series of common themes have been identified.

Learning from tests of change – Shared themes across Tayside

Bringing together the learning through consultation with families, staff working in nurseries and Health Visitors, similar themes were identified: -

- There is high quality assessment information within the system, but it is not always accessible or shared with those who may need it to support the child and family to achieve successful transitions
- In too many cases, staff reported children with early concerns of emergent ASN who had no coordinated Child's Plans/Team Around The Child processes in place upon arrival at nursery

- Closer partnership working between universal services is required to understand each other's processes, roles and responsibilities, and to avoid assumptions that someone else will take the necessary action to provide effectively coordinated planning for support for families.
- Parents are best placed to take a central role in planning for support of their child, in collaboration with services and agencies.

Theory of change project charter

The ongoing focus of the PG1 transitions group (Figure 2) is to support meeting the needs for a successful transition into nursery, for children with significant, but not complex additional needs:



Figure 2: Theory of change project charter

Next steps

Whilst groups in each local authority area are continuing to refine tests of change, key themes are being developed more holistically and include: -

- Development and sharing of process maps
- Identification of gaps in transitions processes
- Agreeing, implementing, and testing a localised process which will ensure successful transitions and partnership/information sharing
- Developing, implementing and analysing an annual multi-agency staff survey

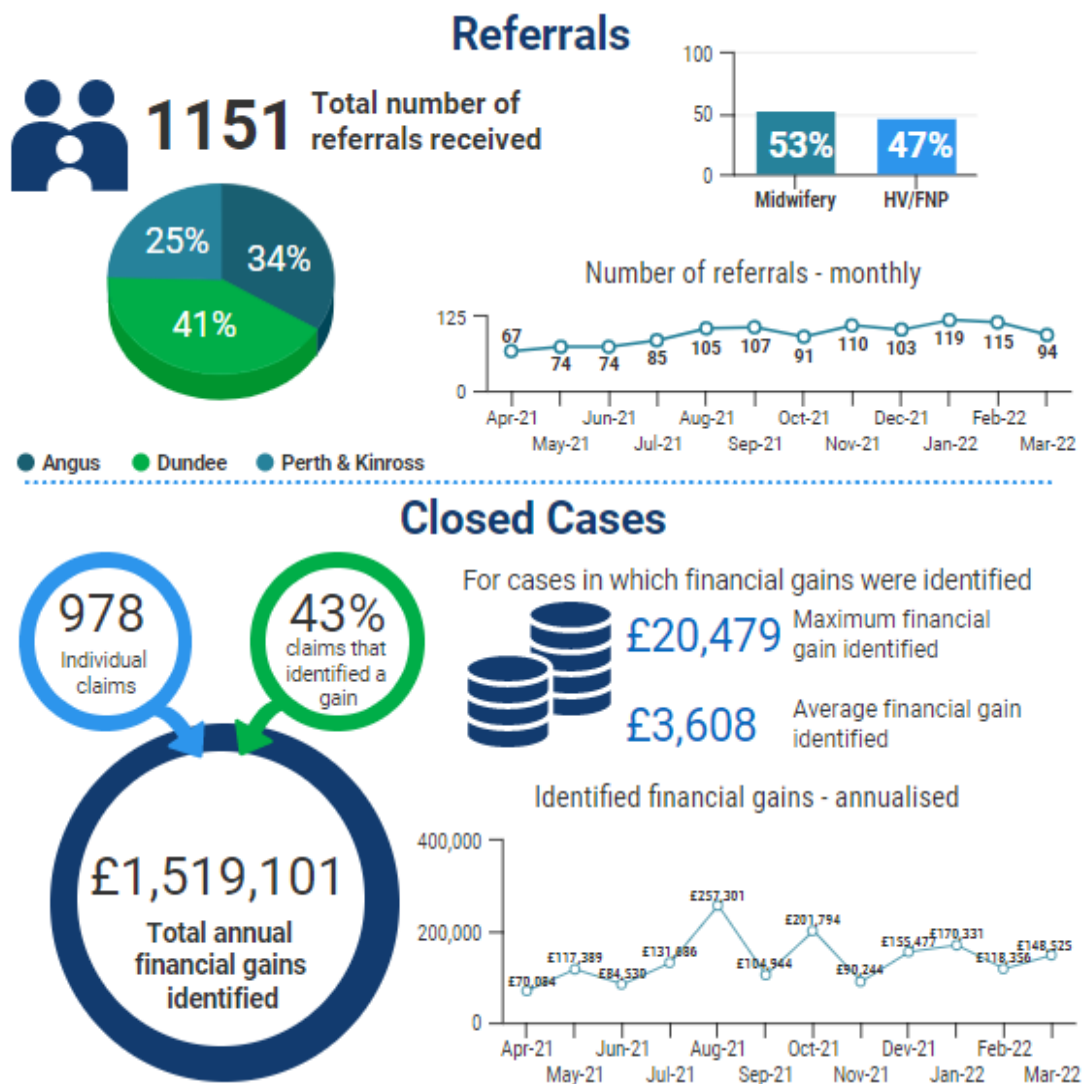
Support for Families (Welfare and Poverty)

This group brings together key representatives across Universal Health Services, Education, Welfare and Energy Advice Services. The key focus for this year was to build upon the earlier development of financial inclusion and income maximisation support across universal health services.

Health & Welfare Referrals

The graphic below shows data around referrals made by Universal Health Services (Maternity, Health Visiting and Family Nurse Partnership) to Welfare Rights teams across Tayside for the period April 21 – March 22). Dundee had the highest proportion of referrals (478) with identified financial gains of £881,789. Education and engagement programmes for NHS practitioners have been developed, and awareness-raising training sessions offered.

Figure 3: Data relating to referrals and claims to LA Welfare Teams April 21 – March 22



“FNP Tayside has valued the welfare and health pathway. Family Nurses have found this an easy referral system to use, which supports them to get the best information for their clients. Clients mostly report that they are contacted quickly by the welfare rights service and that they feel supported through this”. (Family Nurse Partnership, NHS Tayside)

Other actions:

NHS Tayside, Adult Inpatient Nursing Admission Documentation

New documentation allowing adult inpatients to identify potential money worries has been introduced within PRI and Ninewells this year and has now been embedded in admission practice. This allows patients to request a referral to an appropriate welfare advice service more easily.

Live Warm & Well - Hospital Discharge Pilot – Paediatrics and Respiratory Nov 2021-May2022

The Directorate of Public Health, NHS Tayside, have been working closely with colleagues within Respiratory and Paediatrics as part of the Respiratory Winter Action Plans. It is acknowledged that poverty, including increases in energy costs, can result in cold homes and poor nutrition, impacting significantly on respiratory development in children and is damaging to the fragile respiratory health and wellbeing of those with chronic and life limiting conditions. The pilot aims to increase referrals to relevant organisations, including Citizens Advice Bureau, with a view to accessing available financial assistance. Total financial gains to date are in the region of £40,000.

“The importance of this support cannot be underestimated and the impact of maintaining at home is physically and psychologically empowering for the patient and their loved ones. It is essential that the complex issues and the link between poverty and poor health outcomes are embedded into the learning and empathetic understanding of those providing health care and support”. (Interim Senior Nurse – Elective Medicine)

“The RCPCH have made it a priority for paediatricians to advocate for change, and signposting families to financial support services is an essential step. The Live Warm and Well pilot in Tayside has provided an easy way to meet that goal. One simple form allows us to put families in contact with welfare services that make a difference”. (Consultant Paediatrician, NHS Tayside)

Education and training

A range of training opportunities have been delivered including:

- CPD session for Early Years Practitioners on providing support around the cost of living
- A Fuel Poverty E-Learning Module developed by MSc students at the University of Dundee. Both student and professional feedback was very positive.
- Medical undergraduate engagement with Global Citizenship Placements, allowing students to develop a better understanding of a range of socio/economic issues people experiencing within communities.
- The Directorate of Public Health delivered two ‘Grand Round Sessions’ for Paediatric & Community Child Health Colleagues on Child Poverty and Income Maximisation (50 NHS colleagues). Feedback was very positive, and teams are exploring how they can embed money worries as part of their routine practice.

Next steps

- Development of a mobile phone app and website to assist families in accessing information on income maximisation and fuel insecurity in Tayside.
- Mapping Welfare provision across Tayside
- Increase number of health and educational income maximisation referrals to welfare/energy advice services across Tayside
- Re-establishment of the Advice Centre – multiple agency support across NHS Tayside Hospitals
- Identify other mechanisms of raising awareness of the availability of support around income maximisation. This will include developing processes within schools and early years settings (with an additional pilot in Angus).

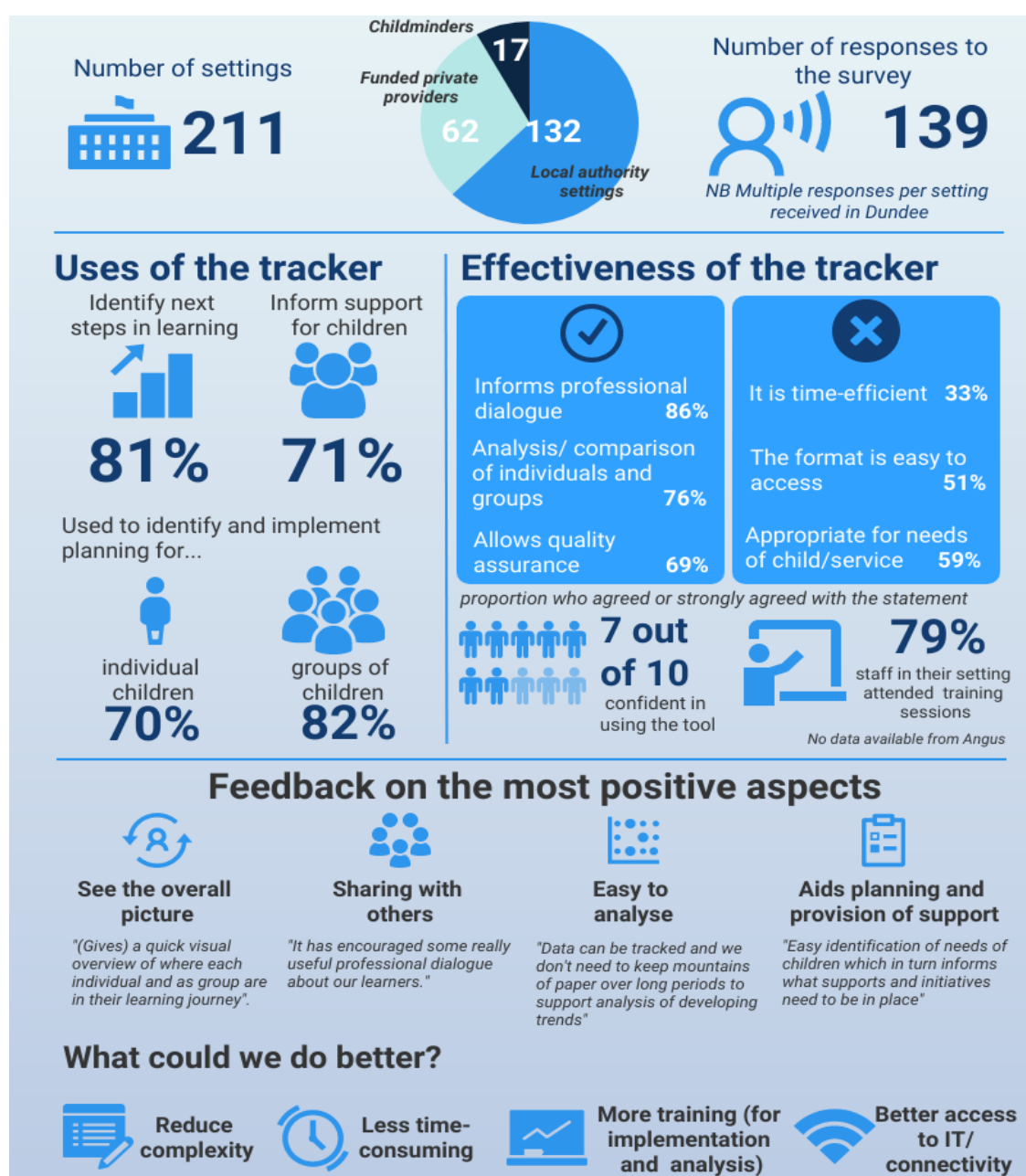
Tracking and monitoring in Early years

An ELC Tracking tool to monitor the progress of children aged 3-5 years was developed during 2020-21 and a pilot carried out with a small selection of settings within Perth & Kinross in spring/summer 2021. In the academic year 2021/22, the tracking tool has been implemented across Tayside. All local authority settings in the 3 local authority areas are using the tool, along with private funded providers in both Angus, and Perth & Kinross, and childminders in Angus. In August/September 2021, each authority provided training sessions and/or training resources to support staff with the implementation process as well as guidance regarding professional discussion and moderation of children's progress and learning. Data reporting periods are October/November, January/March and May (with there being slight differences in the 3 areas to allow for local cycles).

An evaluation was developed to take account of feedback, improvements, and outcomes which resulted from the implementation of the ELC Tracking tool in the first two reporting periods. A summary of the responses is provided in Figure 4. Learning from this feedback will be used to further refine the tracking tool for the academic year 2022/23.

Alongside the implementation of the 3-5 year tracking, a subgroup is developing an 18 – 36 months ELC tracking tool, taking account of current National and local planning frameworks and ASQ Questionnaires (14 months and 27 months).

Figure 4. Evaluation of the first year of using the ELC tracker



Next steps

- Review of feedback and data to evaluate the impact of the 3-5y tracking tool
- Identify any next steps/future developments which arise from data collection
- Identification of interventions which can be developed as case studies
- Finalise the 18-36m tracking tool and agree timeline for pilot and implementation

Priority Group 2: Learning & Attainment

'Our children and young people will be meaningfully engaged with high quality learning experiences to extend their potential.'

In terms of the previously identified workstreams, the following can be noted in terms of progress:

UNCRC

During 2021-22 we continued to increase school participation in the Rights Respecting Schools programme to help embed the UNCRC into our schools' curriculum. This was supported by our Service Level Agreements in place with UNICEF.

A number of schools across Tayside have registered with the Rights Respecting Schools Award this session. An additional 47 schools across Tayside have registered with the RRSA during the 2021/22 session, bringing the total of schools who are participants in the programme to 131 (see Figure 5).

The RRS professional learning sessions were offered to schools to help increase the understanding of UNCRC. These were well attended. The Service Level Agreement has removed the financial barriers to schools looking to undertake Silver and Gold Awards.

During the year a series of CLPL sessions have been delivered across Tayside. These have included sessions run by Education Scotland and the One World Centre in conjunction with colleagues within our services, which have been attended by over 500 members of staff. These sessions have included –

- UNCRC – Awareness Raising Session
- UNCRC – Train the Trainer
- UNCRC – What, Why, How?
- One World Centre – Children's Rights and Learning for Sustainability

During the session 2021/22, and in collaboration with Scottish Government Improvement Advisors, a Quality Improvement programme was started to develop and enhance children's participation in learning by focussing on increasing attendance. Six schools across Tayside participated in a pilot study using this

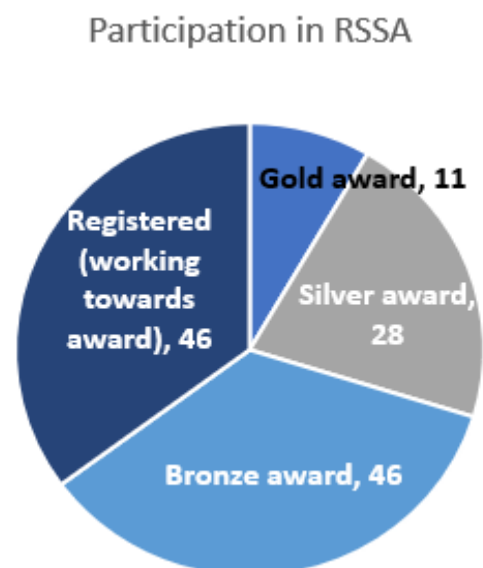


Figure 5: Participation in RSSA programme

programme as a small test of change to help improve attendance and participation with an identified cohort. At the end of this pilot in June 2022, we aim to share learning and good practice with schools across the TRIC, and to upscale this project.

Next steps

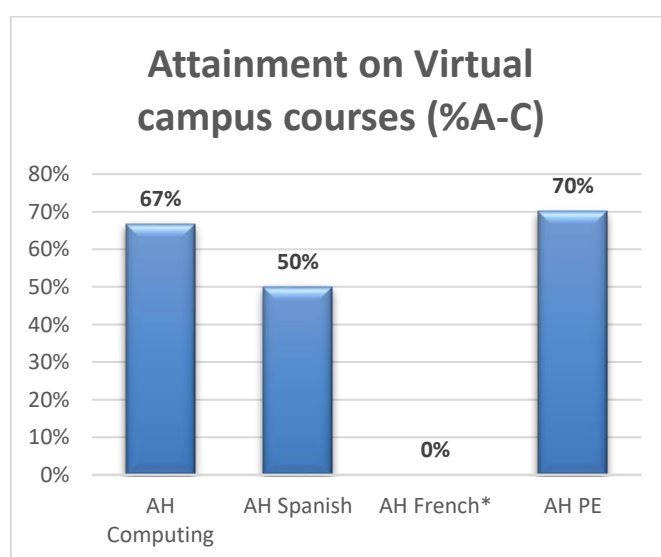
- Continue with our focused interventions to increase wellbeing and raise levels of attendance, engagement and participation in learning for identified cohorts of children and young people across Tayside.
- With the Supreme Court ruling in November 2021, the UNCRC was not adopted into Scots Law. Scottish Government publications have signposted areas of good practice, and we will endeavour to work together to share this practice and ensure that policies across the three local authorities are UNCRC compliant and have children's rights at the core of their practice.
- Continue to promote the Rights Respecting School Award in schools and further increase levels of engagement in this award.

Digital Learning

Virtual Campus

The Tayside Virtual campus has made good progress in supporting 35 learners engaging with four Advanced Higher subjects (French, Spanish, Computing and PE). In session 22/23 we will increase this offer to 6 Advanced Higher subjects (adding Modern Studies and Business Management). The campus is an asynchronous model with a blend of self-study, live delivery, webinars and tutorials.

Attainment on Virtual Campus Advanced Higher courses



"I have enjoyed the virtual campus as its given me the opportunity to take a subject that wouldn't otherwise be available. getting all the choices i wanted have made learning more enjoyable"

Figure 6: Attainment on Virtual Campus courses (NB*AH French – no students completed the AH French course)

Open Tay Learning

We have developed and collated National 1 – National 3 resources for learners in the Senior Phase in all STEM subject areas in partnership with Forth Valley Regional Improvement collaborative and the TRIC STEM officer. We have also created a new website, Open Tay Learning, to house these resources. This website will allow us to create a bespoke resource with many accessibility functions to enhance learning for our young people with additional support needs and barriers to learning. These resources will be available and ready to support learners and teachers by August 2022. The website will form part of the National eLearning offer (NeLO).

Feedback and analytics, on both teacher and learner usage, gathered in December 2022, will inform the further development of the resource bank to include all other curricular areas.

Digital Pedagogy Professional Learning

Key themes around digital pedagogy have been identified across Tayside. A range of programmes have been delivered including CEOP Ambassadors and "This is Digital". Each local authority is utilising the Digital Schools Award Scotland self-evaluation framework. Schools are developing their digital pedagogy with a total of 26 schools in the region having achieved their award, and a further 100 enrolled across the region.

A Digital Needs Analysis was carried out across all three Local Authorities that led to the creation of a Digital Action Plan of strategic actions and measures. The needs which were identified through this process are reviewed at the bi-monthly Digital Network meeting. These have been agreed as the overarching desired outcomes for all three local authorities across Tayside.

Next steps

- Further widen the curriculum offer to young people in the Senior Phase through our Virtual Campus model.
- Provide greater opportunities for children and young people for independent learning through engagement with accessible and flexible online digital resources such as our N1 – N3 resource bank. We will increase this offer for learners with barriers to learning by providing resources across all curricular areas by June 2023.
- Provide further professional learning opportunities for teachers to improve digital pedagogy.

Leadership Development and Induction Programme (LDIP)

In session 2021 – 2022, 15 headteachers from across Tayside participated in the Leadership, Development and Induction Programme. The programme continued in an online format and was delivered across six workshops. The programme was adapted this session to reflect the new GTCS Standard for Headship.

All participants who provided feedback were able to identify clear next steps at the end of each session. Recurring themes in the feedback were the importance of taking time to reflect on the nature and practice of leadership and the opportunity to explore key strategic issues, (e.g., data analysis for school improvement) in a supportive environment.

The overall evaluations of the programme were very positive. 75% of evaluations categorised the programme as being very useful in developing confidence in the role of headteacher. 25% said it was moderately useful. When reflecting on the effectiveness of the workshops in supporting headteachers in their new roles, feedback was highly positive. One headteacher commented:

As a new HT, and as an HT with a significant teaching remit, stepping out of day-to-day business and being part of these conversations was very useful. It is easy to neglect the wider picture and the broader part of my job when the day is so easily filled with teaching and pupil/family issues.

Workshop themes were developed in consultation with participants at the beginning of the year. This allowed for programme to be planned to meet the leadership development needs of the cohort. This was positively recognised by participants in the evaluations.

Advantages of engaging in this programme as a collaborative were identified by participants. Feedback highlighted they appreciated the extended network, sharing experiences and practice.

I think it's good to meet and build the network with HTs and QIOs from across the TRIC. I don't think there are disadvantages we need to look outwards more!

Headteachers evaluated the impact of the programme on their confidence levels of eight areas of the Standard for Headship on a scale of 0 to 10, with 10 being highly confident. They evaluated their confidence levels at the beginning of their new post and at the end of the programme. For some headteachers, this will have been over less than a year. All final evaluations evidenced an impact for all standards evaluated. The highest increase (14.2 %) was for Strategic Vision, Values, and Aims. Leadership of change and improvement increased by 12.5% and Networking and Collaboration with headteachers increased by 13.5%

Next steps

- Progress against the middle leadership plans has been impacted by staffing pressures. A small working group has been identified and they aim to audit

professional learning opportunities for middle leaders across the Regional Improvement Collaborative to identify any areas for potential collaboration.

- This could potentially lead to a Collaborative Network for Middle Leaders and Masterclass CLPL opportunities leading on from areas identified in the Network. This work will be resumed in August 2022.

Moderation and Assessment

The online QAMSO programme was delivered to practitioners from across Angus Council, Dundee City Council and Perth & Kinross council. In total, 67 practitioners signed up to the programme, which was delivered over six sessions, with consistently high numbers of practitioners accessing the professional learning courses.

Evaluation of the programme was carried out using pre- and post-programme questionnaires completed by participants. Participants reported increased levels of confidence in all key areas assessed. Figure 7 shows the proportion of participants who indicated they were either fairly or completely confident with each of the statements.

Further feedback comments were requested from practitioners on the programme to gather information on how their practice had changed because of the programme, and any additional improvements or support that may be required.

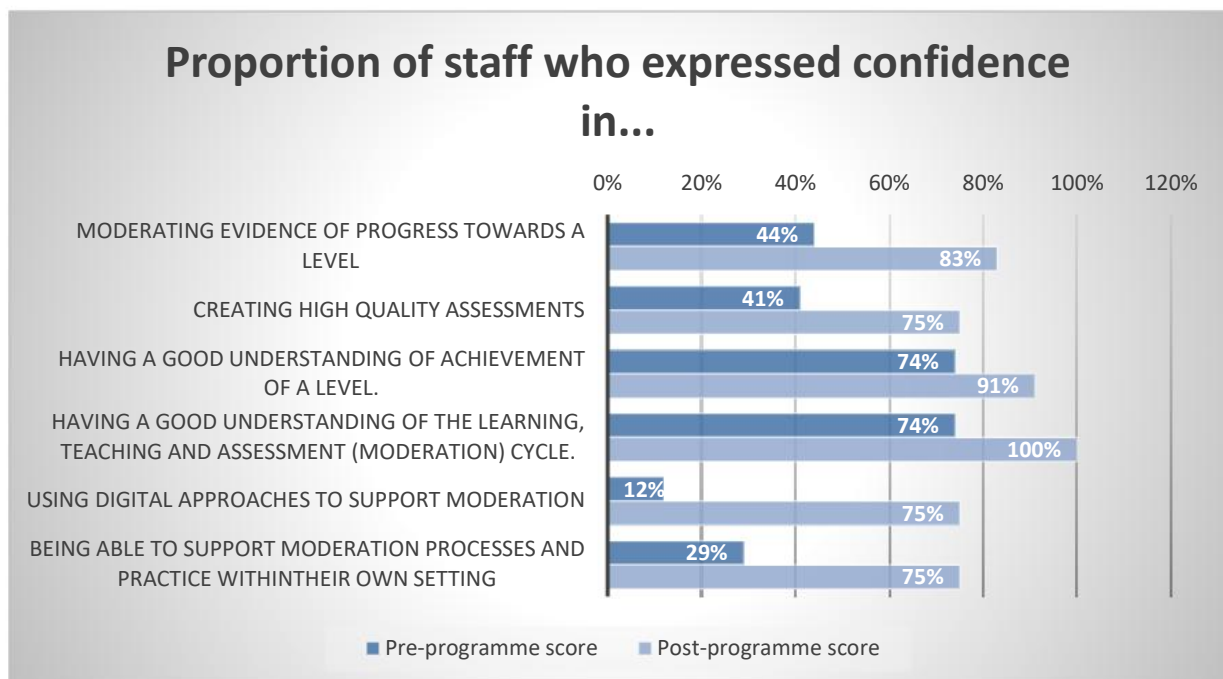


Figure 7: Evaluation of moderation and assessment programme

Comments included:

“I have a better understanding of the moderation cycle, which I can share with my colleagues”

“It has allowed me to build and develop my leadership skills and my confidence in delivering whole school training”

Next steps

- Further moderation events have been organised to bring QAMSOs together from across Tayside to engage in digital moderation activities. These events will provide an opportunity for colleagues to work collaboratively to moderate examples of planning for learning, teaching and assessment and learner evidence from across a range of schools and settings and will take place later in Spring 2022.

School Improvement

With reciprocal visits being paused in 2021 due to COVID-19 and recovery, the key focus of the workstream has been the development of resources to support self-evaluation for improvement. A collaborative interactive resource tool was created to support effective self-evaluation of the How Good is Our School (4th edition) QI 2.3. This has been shared with all Headteachers across Tayside and used in HT development days. This resource has been well received by school staff.

The data literacy improvement projects have been adopted at individual local authority level and it was agreed that a local approach was best suited to this professional learning opportunity

Next steps

Reciprocal school visits by central teams across Tayside will resume in September 2022. This will allow us to monitor the use, effectiveness and impact of the 2.3 toolkit on classroom practice.

STEM

In session 2020/2021 a TRIC action plan was developed and linked to the themes of the STEM Education and Training Strategy for Scotland: excellence, equity, inspiration and connection. In 2021/22, considerable progress has been made in completing the aims outlined in this plan, as follows: -

Excellence Actions included;

- supporting professional learning and STEM training for schools and ELC practitioners,
- developing pedagogy and digital resources,
- developing networks for collaborative working,
- supporting self-evaluation and improvement of STEM within schools.

A comprehensive offer of professional learning was made across Tayside, with programmes for primary and secondary practitioners being developed based on practitioner consultation (see Figures 8 and 9). Outcomes from the consultations were used to develop programmes of online professional learning which were delivered between October and March, with the aim of supporting building of confidence, knowledge and implementation of STEM activities.

Primary priorities (identified through practitioner consultation)

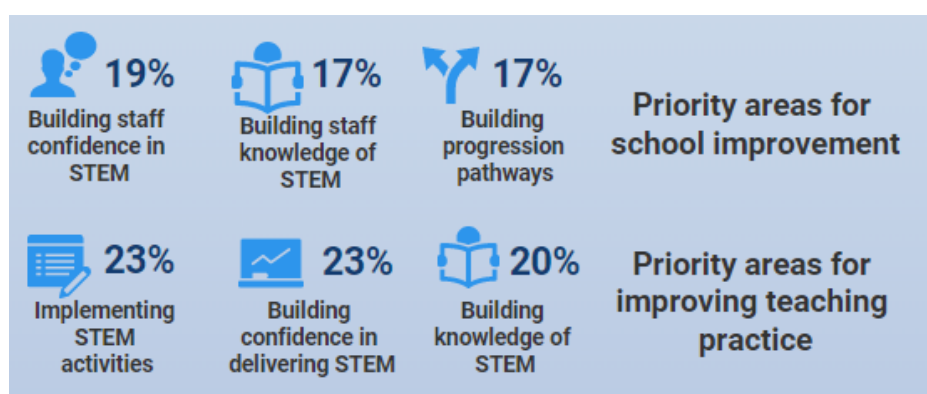


Figure 8. Primary school STEM priorities

Secondary priorities

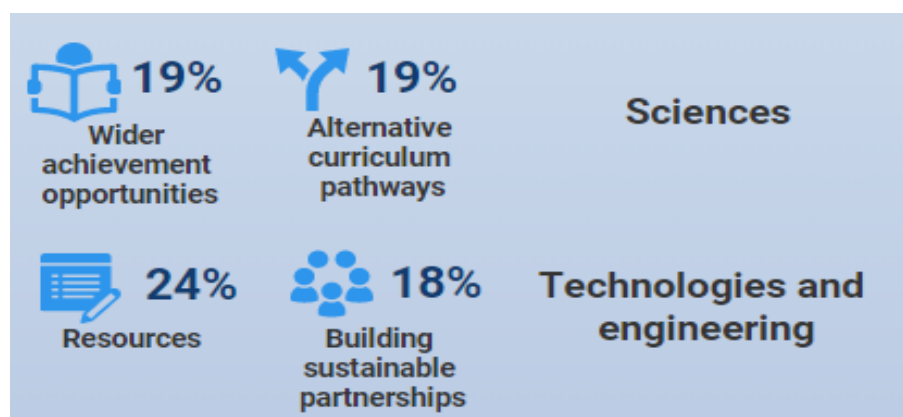


Figure 9. Secondary school STEM priorities

A total of 189 practitioners attended sessions offered. Confidence in delivering STEM learning, and improving STEM provision in a variety of settings, along with knowledge and understanding of how to use STEM to add value to the curriculum in primary, and of expanding the senior phase offer in secondary was developed. Awareness has been raised regarding resources, opportunities and professional learning, including how STEM can support the Learning for Sustainability agenda and how it can support the recovery curriculum

Equity Actions included identifying ways of opening opportunities in STEM study by;

- breaking down gender barriers,
- encouraging engagement from students from disadvantaged backgrounds,

- supported opportunities for children and young people with ASN to engage with the STEM-related curriculum and extend qualifications for these learners.

Unconscious bias has been highlighted and strategies given for addressing in settings. Attention to how practitioners use language, organise classes etc., has also been highlighted allowing self-reflection leading to change. Schools and practitioners have more awareness of the resources available to support ASN learners, including wider-achievement opportunities.

Inspiration Actions have included;

- supporting settings to promote positive engagement with STEM
- tackling gender stereotypes through parental and family engagement,
- supporting schools and ELC settings to develop IDL opportunities in STEM/DYW

Next steps

To continue to embed the interventions and professional learning at individual local authority level and to continue to share practice across Tayside.

Priority Group 3: Health & Wellbeing

'Our children will grow up healthy, confident and resilient with improved physical and mental health and strengthened emotional wellbeing.'

Tayside Child Healthy Weight Strategy

The Tayside Child Healthy Weight Strategy was formally launched at an online event in June 2021, with over 70 participants in attendance. The key milestone of the strategy launch was supported by colleagues showcasing existing work aligned to the five ambitions of the strategy, namely:

1. Child healthy weight is seen as a society wide issue
2. Children have the best start in life
3. Our environment supports healthier choices
4. Families get helpful weight management support
5. Families and communities in most need are our main concern

Dundee, as an early adopter of the **Whole Systems Approach to Child Healthy Weight**, have undertaken considerable work to map current and future actions, including existing projects, programmes of work or interventions that support the child healthy weight agenda to see where actions are targeted. Together this work has enabled us to collaboratively identify, prioritise and refine actions to begin to address child healthy weight in Dundee. Work is now being progressed in four priority areas: safer and greener streets; development of PE in primary schools; development of community cook-it and school lunch time experience.

Next steps

The work currently underway in Dundee must also be rolled out across all 3 local authority areas within Tayside commencing with: -

- Sharing of early and ongoing learning from Dundee Whole System Approach through Priority 3 group members
- Development of specific action plans for each local authority to develop a Whole System Approach to Child Healthy Weight in their area
- Creation of short- and -medium term outcome measures that reflect the ambition to halve childhood obesity by 2030

Connected Tayside: An Emotional Health and Wellbeing Strategy for Children and Young People (C&YP)

Final work to conclude the drafting of '**Connected Tayside**' - the Tayside emotional health & wellbeing strategy for C&YP 2021-23' was completed in spring/summer 2021, with steps being taken to ensure that the strategy was "child and young person friendly". The Charter was firmly integrated into the strategy, including a clear focus on what young people have told us, what we are doing, and the progress we intend to make. Further consideration was also given to the evaluation framework, with work to identify evidence and impact measures being developed.

The strategy was formally launched in November 2021, with attendees from across all sectors (over 130 participants) signing up to a pledge in relation to how they would support implementation of this high priority new strategy. The launch was delivered in a digital format, with some of the sessions led by young people.

Feedback on the launch was received from over 70 participants (predominantly in education and health), with themes key to emotional health and wellbeing being identified.

A padlet of resources has been developed, including the Connected Tayside strategy, links to e-learning modules, the previously developed emotional health and wellbeing toolkit, and a variety of useful links to support teachers, parents and carers.

Work of the Health & Wellbeing Priority Group (HWPG) has subsequently shifted to supporting the implementation of the strategy and to developing effective measures to demonstrate impact. Baseline data on children/young people's experiences of mental health support is being gathered using focus groups, and further surveys of CYP are planned.

Figure 10: Poster developed by young people



In embarking on this phase of work, the HWPG has begun to align the Connected Tayside strategy with the overarching, population-wide Tayside mental health strategy 'Living Life Well'. This should enable us to optimise synergies and make the most efficient use of available resources. One such area of implementation has been the Counselling in Schools programme.

Counselling in schools

Following the establishment of a counselling service last year, the Counselling in Schools (CiS) programme continues to be embedded, with almost 40 counsellors delivering counselling within schools across Tayside.

The 3 Tayside LAs continue to gather deeper quantitative and qualitative data than is required by Scottish Government to support ongoing planning and evaluation at a local level. It has been challenging at times to gather this local standardised model as providers gather their own data individually and have commented that a national standardised reporting model would be helpful.

Looking at the period September 21 – March 22, 1146 referrals had been received by the counselling service, with almost all referrals coming from within schools. An increasing number of referrals have been seen in each quarter so far. Almost all these referrals (96%) resulted in an assessment with the service.

Area	Quarter 1	Quarter 2	Quarter 3
Angus	87	79	90
Dundee	137	177	159
Perth & Kinross	104	141	172
Tayside	328	397	421

Figure 11. Number of referrals (Sept 21 – March 22)

Most young people supported were in secondary school, with 67% of all children/ young people being in stages S2 – S5. Approximately two thirds of children/ young people supported were female.

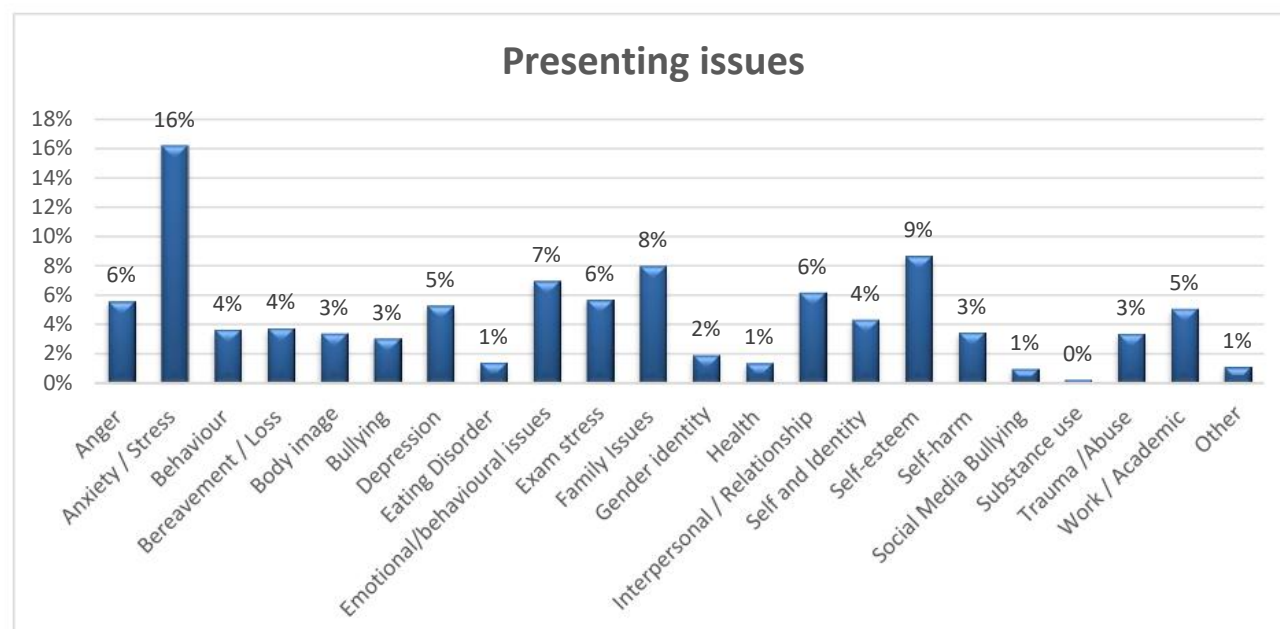


Figure 12. Presenting issues identified prior to the start of counselling.

Almost 400 children/young people have completed counselling so far this year, with 78% of children/young people reported improved outcomes following access to counselling. Where children/young people have been asked to identify outcomes

from their counselling sessions, the most commonly identified are being able to cope better, more awareness of feelings and behaviour, feeling more positive (all 11%), and increasing confidence (10%).

224 cases resulted in signposting to other services (most commonly GP or CAMHS), and 116 referrals to other services were generated (including 51 referrals to CAMHS).

Feedback was also gathered from schools, with the majority of schools reporting improved outcomes for young people who have received counselling. Some counsellors contribute to planning for young people, and are contributing to multi-agency working, although this depends on the continuity of provision, and connections within schools. This is an area that requires further attention to ensure a consistent approach across all clusters. Schools are also now gathering more insight into emerging themes, with most schools now reporting that these are given due consideration in wider school planning.

Next steps

The Tayside coordinator will continue to review referral pathways, planning and liaising with schools and providers to support improving and consistent practice with focus on: -

- Coordinated, multi-agency planning
- Continuum of support, Tayside Toolkit and relevant preventative options
- Utilising CiS data to support school HWB planning
- Management of capacity
- Working closely with Abertay University to develop evaluations of the impact of counselling in schools to support school staff in improving their understanding of counselling for CYP.

Priority Group 4: Looked After Children, Care Leavers & Young Carers

‘Children who are care experienced or at risk of becoming care experienced, have good quality relationships with people who are committed, who support and nurture them, whether within their birth families or other family or care settings’

Within the Tayside plan 2021-23 there was a change in focus for this priority group, with workstreams and actions being redeveloped to take into account the 5 foundations of The Promise. Collaborative actions with other Priority groups in areas of overlap have been, and continue to be, explored. A high level action plan has been developed and work is being progressed to identify actions, milestones and outcomes, with an accompanying performance framework which provides an evidence base for actions (providing both quantitative and qualitative data).

Education

Aim: Implement school approaches with a specific focus on reducing exclusions and improving attendance and attainment

Group members have been collating, cleansing, and analysing data on attendance to inform groups of care experienced children and young people to whom adapted or additional support should be targeted. Attendance measures were chosen as a proxy for general school participation, allowing the potential link with the current quality improvement work of PG2, and will lead to the development of proposed regional and/or local strategies for this group in 2022-23.

National data indicates that overall attendance for children who are looked after is consistently lower than attendance for all pupils, and this has persisted over time (2018-19 Scotland data showed overall attendance rates of 93% for all pupils, compared with 87% for children who are looked after). However, this data does not allow for differences between types of placements, which is believed to have a considerable impact on attendance. A local dataset was created using data from all three local authority areas which identified children who were currently looked after as at December 2021 (initially including children who were both looked after and educated within the same local authority, but next steps will also include children who were educated in one of the other 2 LA areas within Tayside).

This dataset identified 415 children looked after and educated within a specific LA (with a further 51 who were educated in other Tayside LA), with a breakdown of placement and stage of school. Due to the very small number in residential care or external foster care, it was decided to focus analysis on children looked after at home, in kinship care, or in internal foster care.

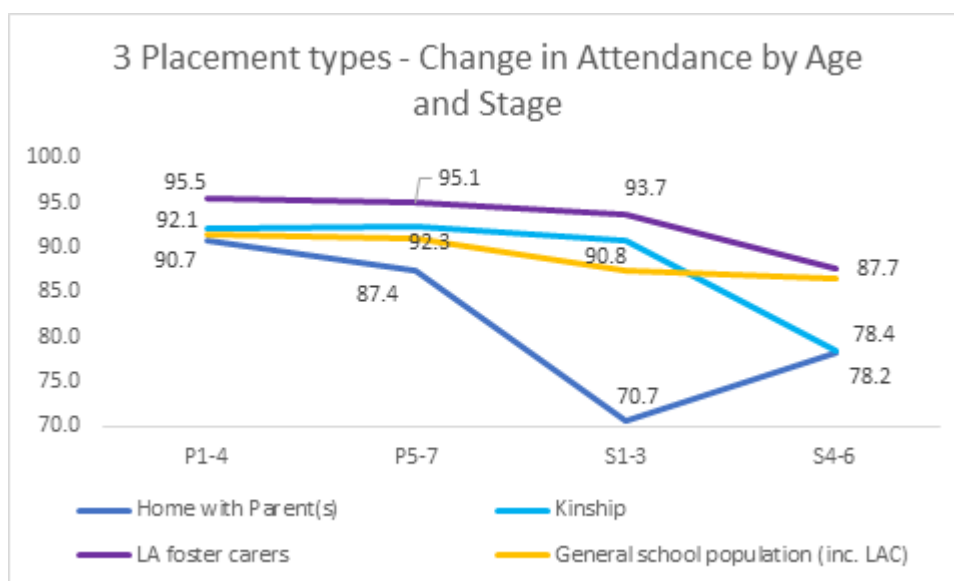


Figure 13: Attendance data for identified cohort of children looked after

The headline data (Figure 13) indicates that of the categories considered: -

- children who are in either foster care or kinship care have **higher attendance** than those looked after at home
- children who are accommodated have **higher attendance** than the general school population up to S3, although this drops for older children (particularly those in kinship care)
- children who are looked after at home consistently have the **lowest attendance**
- S4-S6 pupils in care at home with their parents, or in kinship care, have attendance at school is almost **10% less** than the general population or those in foster care
- There is a **decrease** in the % attendance between primary and secondary (seen in both the general school and CLA populations), albeit a much larger dip in the crucial years S1-S3 for children at home

Some differences between local authorities were identified, but with no consistent pattern. The group are now considering the relative impact of school against supervising authority and looking at cross-authority placements.

Next steps

- Look at relative impact of school v supervising local authority in attendance data
- Liaise with Priority Group 2 (Learning and Attainment) to develop tests of change to address lower attendance amongst care-experienced children and young people

- Adapt methodology to look at exclusions and attainment for specific cohorts of children who are looked after.

Health

Aim: Implement Health Improvement Plans with a specific focus on meeting the wellbeing needs of care experienced children, young people and care leavers, including during key transitions

The NHS Tayside Corporate Parenting Group was established in October 2021 to take forward the NHST Corporate Parenting Action Plan 2021-24. This plan has a number of actions with measurable outcomes, many of which relate to health assessments/reviews and mental health needs.

Initial steps to update records within NHS systems is currently being progressed, whilst recognising that the impact of the COVID-19 pandemic and the potential impact of changes to national IT systems will have an impact on the pace of this work. Having more efficient data systems, and improving our understanding of these, will allow us to better assess the needs of children and young people. We can then identify any gaps in provision, target our efforts to address these, and finally, monitor our progress.

Next steps

- Adapt methodology used to identify education data to look for any differences in health provision for children who are looked after

Secure Care Standards

Aim: Complete a regional self-evaluation of the national Secure Care Standards and develop associated regional and/or local improvement plans

The self-evaluation has been completed with support from the Strathclyde University Centre for Youth and Criminal Justice Studies (CYCJ). Building on this, 3 partnership workforce development sessions were held between March and May 2022, focused on decision-making, support and communication with children and young people before, during, and after secure care. These were attended by employees and partner agencies across the 3 council areas, and further meetings have taken place with CYCJ to review feedback and input across all three sessions

Next steps

Further workforce development sessions will be facilitated in September /October to maximise attendance after which senior managers across the 3 areas will review and plan next steps.

Brothers and Sisters

Aim: Explore and maximize opportunities for siblings to sustain and develop positive relationships

Members have considered national guidance on keeping brothers and sisters together and/or maintaining contact. Local authorities are also represented on a new national working group considering practical application of the guidance. Whilst this work progresses, Social Work representatives continue to promote staying together and retaining contact within the context of sometimes complex family relationships, adapting to individual needs and available capacity within care placements. Individually, each area continues to develop support to prevent family breakdown and enhance community-based support.

For example, within Angus, funding for this area of work has been obtained from the CORRA Foundation, with a focus on three areas of development: Training and Self Awareness; Childs Plans and Quality of Relationships; and Nurturing Environment. Some of the actions included are:

- the creation of bite-size learning and e-learning resources and a practitioner's development forum with particular focus on staying connected.
- a pilot project with local secondary schools and work to design a social education module for pupils – this will support the de-stigmatisation of care experienced children and support broader understanding of brothers and sisters and maintaining key relationships.
- development of promise packs for children coming into our looked after system – this will include information in respect of children rights to maintaining key relationships
- evaluation work being undertaken by quality improvement team on children's experiences of coming into care – particular focus on where children are placed (i.e., with or without brothers/sisters and when not placed together, what has been done to maintain relationships with them and key relationships)
- assessment formats and care plans have been amended to ensure practitioners focus in key relationships
- links are being made with the local Rotary clubs to establish what they can offer in terms of support. Early indications are that they are keen to be involved in supporting children within their own communities and supporting children who cannot live with their brother/sister to have appropriate spaces to meet
- the charity IRISS have been commissioned to undertake a literature review, and liaison with Stand Up for Siblings is currently underway.

Much of this work is in the early stages of development, and moving forward, the aim is that key successes and learning that is helpful for partners will be shared across Tayside.

Next steps

- Build on both national guidance around brothers and sisters and local learning

to identify actions to improve communication, the identification of significant relationships, and improvement of scaffolding around families in care.

Workforce Development

Aim: Capacity, confidence and competence will be built in the workforce to develop high quality relationship-based care (kinship/residential/staff/volunteers). Co-produce regional training programme.

The group has connected with Priority Group 5 and the Promise to integrate this work into an existing workstream on Priorities for Practice.

Next steps

- Work collaboratively to identify opportunities for workforce development in partnership with Priority Group 5 (safeguarding and Child Protection)
- Co-production of resources and training opportunities

Transformational Family Support

Aim: Capacity will be built to manage and mitigate risk, looking at partnership approaches to sustaining children at home

The delivery of appropriate Whole Family Support is a key priority in each local authority area, with strategies being adapted to suit local needs. For example, in Dundee, a new Alliance with statutory and Third Sector partners has been developed to promote more easily accessible and flexible family support. The Alliance has developed a Project Plan with 6 key priorities of implementing the Fast Online Tracking (FORT) system, a volunteer strategy, a task-sharing model on emotional health and wellbeing, engagement, disability and wrap around support. This work was supported with additional funding from The Promise and will be shared with colleagues in Angus and Perth and Kinross.

Next steps

- Consider the impact of the Whole Family Wellbeing Fund, and potential opportunities for collaborative working

Leadership

Aim: Work with Columba 1400 on collaborative, values-based leadership with children and young people at the centre

A number of partnership cohorts have now each developed collaborative action plans. Currently, governance and oversight of these plans is subject to local arrangements and the TRIC Leadership Group will coordinate a regional meeting to



promote shared learning, cross-fertilisation and consistent regional approaches where possible.

Priority Group 5: Safeguarding & Child Protection

'We will continue to ensure that our children and young people are safe and protected from harm, at home, school and in the community.'

Actions within this workstream have focused on supporting our people and creating the culture and ethos that enables and supports frontline practitioners in the highly complex field of multi-agency child protection. The work of Priority Group 5 is built upon the research carried out for Tayside by Dr Sharon Vincent and the Priorities for Practice developed from this.

1. Workforce development (Priorities for practice)

Building on the work described in the last annual report, the group has taken forward a co-production approach to multi-agency workforce development. This programme is aimed at enhancing leadership, changing culture, ethos, and day-to-day working practices.

Working together and **relationships with children and families**, have been the 2 main areas for improvement, as well as the development of a series of priorities for practitioner training and workforce development (Figure 14).

In May 2021, building on the research of Dr Sharon Vincent, we launched our Tayside **'Priorities for Practice'** - six key practice themes to support and empower a competent, confident and skilful multi-agency child protection workforce, and enhance the safety, protection and wellbeing of Tayside's children (see Figure 15). They are founded on research into the lived experience of children, young people, families and staff across Tayside. They align closely with the vision of the Tayside Plan for Children, Young People and Families; are compliant with the National Guidance for Child Protection in Scotland 2021 and uphold children's rights as per the United Nations Convention on the Rights of the Child (UNCRC). Additionally, our Priorities for Practice aim to support the ambitious targets set to achieve the whole system change needed to help Tayside 'Keep The Promise' to Scotland's children, and are further compatible with Scotland's Health and Social Care Standards. It is the intention that the Priorities will be used as framework to achieve high standards of day-to-day child protection practice and effective leadership across the Public, Private and Third Sector Agencies and Services of Tayside.

Our six Priorities for Practice sit under two overarching priorities - **Relationships with Children and Families** and **Working Together**



Figure 14: Drivers for Priorities for Practice



Figure 15: TRIC Priorities for Practice

86 First-line Managers and Frontline Practitioners from across a range of agencies and services have been working collaboratively to develop and implement a whole-Tayside child protection-related Workforce Development Programme. Through this Programme we are prioritising the continuous development and support needs of multi-agency staff, who work with children, young people and families across Tayside.

Five co-production groups (workstreams) were set up around our 'Priorities for Practice' themes and volunteers and nominees were allocated based on their areas of expertise and/or interests. Workstream Group members will be working together to:

- Co-create, adapt, and deliver high-quality, fit-for-purpose, thematic child protection related learning resources, and opportunities which enhance practice and empower our child protection workforce,
- explore and identify opportunities to influence culture, ethos, and day-to-day practice.

A toolkit has been developed to help ensure that everyone involved has a positive and productive experience of co-production, and is clear about the aims and objectives of the Tayside Child Protection Workforce Development Programme.

Since first coming together in January 2022, our Co-production Groups have been meeting regularly to explore and identify the current 'wicked' issues and practice challenges faced on the frontline. They have identified opportunities which exist for shared learning and improvement, as shown in the Figure 16.



Figure 16. Opportunities for shared learning and workforce development

Next steps

- Development of co-production workplans
- Create high quality learning resources to share with practitioners across Tayside
- Identify opportunities to influence culture, ethos, and day-to-day practice
- Gather feedback from practitioners and evaluate training programme.

2. A shared approach to multi-agency quality assurance and evaluation

Previously, new practitioner guidance has been produced by Priority Group 5 relating to:

- Chronologies of significant events for children and young people
- IRD (Inter-Agency Referral Discussions) Practice Guidance
- Unborn Babies Protocol
- Participation of children, families, and staff in Key Child Protection Meetings

Following changes to the **National Guidance for Child Protection**, each of these pieces of guidance are being audited against the national guidance to ensure they are up-to-date and reflect recent policy changes.

Next steps: include developing mechanisms for consulting with children/young people, families and practitioners to identify:

- Familiarity and/or utilisation of new guidance and documentation
- Evidence of impact of the new guidance in day-to-day practice.

This will allow the group to make relevant changes to ensure that the practice guidance continues to remain relevant to best practice in new ways of working.


3. Performance

Since June 2020, partners have analysed local and national data in relation to vulnerable children, and regular updates were provided to the group using SOLACE child protection data during COVID-19 lockdown and recovery periods.

Regular monitoring of data has allowed the group to respond to emerging issues such as a shared concern around an apparently increased number of infants and young children living in Tayside who had sustained serious non-accidental injuries (NAIs) in the period August 2020 – March 2021. A short life working group was convened to carry out a snapshot thematic review of these cases, with a view to identifying if the increase was unique to the COVID-19 pandemic or an unfortunate anomaly.

A total of eight NAI cases were agreed within the timeframe August 2020-March 2021. In at least two cases, the serious non-accidental injury to the infant or young child could have led to catastrophic consequences, up to and including death.

In terms of risks to the infants and young children, there were no time-critical actions or risks identified from this review. Learning points were shared with relevant partners, and the findings from these reviews were reported within NHS Tayside's Public Protection Executive Group (September 2021). A series of learning themes have been identified, and as many are over-arching themes that are being worked on as part of the Priorities for Practice workforce development programme (e.g., communication and relationships with families, sharing information, professional curiosity), colleagues



are working to build the learning from the review into the co-production process when developing resources for practitioners.

Supporting Sub-Groups

Members of the **Performance and Data** group have met quarterly throughout the year and have continued in their support of the work of the priority groups. This included support from a dedicated TRIC Information Assistant to assist with the ongoing review of outcome measures and consistent data analysis.

Current data sets continue to be influenced by work taking place nationally and regionally on, for example, development of a national framework of measures around health and wellbeing, and a core data set for Looked After Children. Work is progressing in the development of a more detailed performance framework for the actions of the 5 priority groups.

There has been no requirement for the **Commissioning** group to meet during this time.

Performance Framework Summary

The agreed set of indicators (when the Tayside Plan was first introduced) have now been updated by the Performance and Data Group to include core data from this year. Performance in relation to these high-level outcome measures has been provided in Appendix 2, with information to the end of 2020-21 representing the most up to date data available from most public sources.

In addition, work has progressed this year in the development of a more detailed performance framework looking at outcomes relating to specific actions within the priority groups and including both quantitative and qualitative data. Additional information on some measures have been included within the narrative of this report, with further measures being included from next year as work in some areas progresses.

- 27-30 month child developmental data has shown a slight increase in the proportion of children with a concern in any domain in both Angus and Dundee (1 percentage point in each case), whereas there has been a slight decrease in Perth & Kinross. Although there are small fluctuations in a number of domains, these changes appear to be predominantly due to the increase in the proportion of children with a speech, language and communication concern, and is likely to reflect the impact of the COVID-19 pandemic.
- The proportion of pupils entering positive destinations after leaving school remains high, with all 3 local authority areas show a slight increase (approximately 2 % points) in this reporting year (including for children who are looked after. A decrease had been seen in the previous year which had been attributed to the impact of COVID-19, so it appears that there may have been a recovery in this data.
- Whilst measures of childhood obesity remain a key measure for Tayside, along with other measures being developed for the Child Healthy Weight strategy, child weight in P1 has not been measured in Tayside in the last year. This programme has re-commenced, and this measure is likely to be used in future years.
- The proportion of children achieving Literacy and Numeracy at SCQF Level 4 has remained broadly stable this year (with a small increase in Angus). However, increases in the proportion achieving Literacy and Numeracy at SCQF Level 5 has increased slightly in both Angus and Dundee. Data for both measures are broadly in line with national values.
- In general, educational attainment has shown some fluctuating patterns and has not been consistent across all three areas with some values remaining below the national figures. Longer monitoring of data will be required to establish trends. For 2019/20 and 2020/21, the absence of external assessment information and the decision to award estimated grades, have led to a different pattern of attainment than has been seen previously. The attainment data cannot be directly compared

to that of previous (or future) years and cannot therefore be used to directly demonstrate subject, school or authority improvement comparably.

As highlighted in previous years, some indicators are based on relatively small cohorts, such as number of Looked after Children, which are therefore subject to fluctuation from year to year. Caution is therefore required in interpretation.

Again, there are often considerable differences in the patterns seen across the three local authority areas, which, considering the different demographic profiles in each area, is not unexpected.

Conclusion

This report highlights activity that has been undertaken in partnership across Tayside in unprecedented circumstances. At the beginning of this reporting period, local and wider communities were dealing with the immediate aftermath of a pandemic. The effects of the pandemic are far-reaching and have impacted on relationships, social contacts, education, employment, and mental health to name a few.

As an established collaborative, Tayside were able to respond effectively to the challenges of the immediate context and the beginnings of the post-pandemic recovery process. The strength of the partnerships enabled an agile response to the operational and strategic challenges, some of which are still ongoing.

As the collaborative has matured, we have learned that we cannot plan and work together on everything. We have learned that a one-size-fits all approach is not the best solution to some of our local challenges. On the areas that we do collaborate, we ensure sure that it is because it is the best way to improve outcomes for our children and young people.

There is now a greater shared understanding on what our priorities are moving forward. We all understand how available data can be used more effectively and help us to focus on more specific actions to ensure they contribute to making a difference. This last year has shown that our leadership, planning, and service delivery, needs to be focussed, adaptive, and responsive in order to meet the changing needs of our communities.

There is confidence entering into the next year of our Plan, that although there may be a slight shift in focus for some of our interventions, the strategic priorities remain the same: make improvements that will ensure Tayside is the best place for children, young people and families.

Appendix 1: Priority Group Members (Job Titles & Organisations)

(AC – Angus Council, DCC – Dundee City Council, PKC – Perth & Kinross Council)

Pre-birth & Early Years (Priority Group 1)

Lead: Education Manager, Early Years (DCC)

Members: Family Nurse Partnership Lead Nurse (NHS Tayside), AHP Early Intervention & Prevention Lead (NHS Tayside), Senior Health Promotion Officer (NHS Tayside), Education Officer (Education Scotland), Quality Improvement Officer (Early Years and Primary) (PKC), Senior Nurse Health Visiting Service (P&K) (NHS Tayside), Consultant Midwife (NHS Tayside), Acting Service Leader (Education & Lifelong Learning) (AC)

Learning & Attainment (TLAG) (Priority Group 2)

Lead: Education Officer (DCC)

Members: Chief Education Officer (DCC), Head of Education (PKC), Executive Director (Education & Children's Services) (PKC), Director of Education and Lifelong Learning (AC), Service Leader (AC), Improvement Officer (AC), Education Officer x 2 (DCC), Head Teacher, Angus Virtual School (AC), Quality Improvement Officer (PKC), Senior Regional Advisor for Tayside (Education Scotland), NIF Advisor (Education Scotland), Support Service Manager (AC), Chief Education Officer (AC), Service Manager (Primary) (PKC)

Health & Wellbeing (Priority Group 3)

Lead: Lead Nurse – Women, Children & Families Division (NHS Tayside)

Members: Education Officer (DCC), Service Lead (DCC), Service Manager ASN/Educational Psychology (AC), Lead Officer ADPs (AC), CAMHS Manager (NHS Tayside), AHP Manager (NHS Tayside), Senior Nurse School Nursing Service (NHS Tayside), Senior Health Promotion Officer (NHS Tayside), Dietetic Consultant in Public Health (NHS Tayside), Development Officer (Health & Social Care) (PKAVS), LAC Medical Adviser to Adoption and Fostering Panels, Community Paediatrician (NHS Tayside), Inclusion Manager/Principal Educational Psychologist (PKC), Senior Education Officer (Inclusion) (Education Scotland).

Looked after Children, Care Leavers & Young Carers (Priority Group 4)

Lead: Head of Service, Children's Service and Community Justice (DCC)

Members: Senior Manager, Residential Services (DCC), Education Support Officer (ASN) (DCC), Senior Manager, Children and Families (PKC), Service Leader, Child

Protection & Review (AC), Team Manager (Carers Support Services) (Dundee Carers Centre), Locality Reporter Manager (SCRA), Child Health AHP Service Manager (NHS Tayside), Team Leader (Looked After Children) (NHS Tayside), Consultant Community Paediatrician/Medical Advisor for LAC in Dundee (NHS Tayside), Senior Information Officer (DCC), Senior Education Officer (Inclusion) (Education Scotland), Service Manager, Children and Families (DCC), Consultant in Public Health (NHS Tayside), Assistant Director (Barnardo's Scotland), Attainment Advisor (Education Scotland)

Safeguarding & Child Protection (Priority Group 5)

Lead: Depute Director, Education and Children's Services / CSWO (PKC)

Members: Detective Chief Inspector, Tayside Division (Police Scotland), Detective Inspector (Police Scotland), Assistant Director (Barnardo's Scotland), Lead Nurse Child Protection (NHS Tayside), Consultant Paediatrician Child Protection (NHS Tayside), Independent Chair (Angus Child Protection Committee), Independent Chair (Dundee Child Protection Committee), Independent Chair (Perth and Kinross Child Protection Committee), Lead Officer, Protecting People (DCC), Team Leader, Protecting People (AC), Child Protection Inter-Agency Coordinator (PKC), Attainment Advisor (Education Scotland), Information Assistant (PKC), Tayside Child Protection Learning & Development Officer (PKC).

Appendix 2: Headline measures

Unless otherwise noted, data for all indicators covers the years 2016/17, 2017/18, 2018/19, 2019/20 and 2020/21

NB The COVID-19 pandemic may have had an impact on many of the measures presented, particularly those within education. Care should be taken when making comparisons with previous years. For 2020 and 2021 the absence of external assessment information, and the Ministerial direction to award estimated grades, have led to a different pattern of attainment than we have seen in previous years. The results for 2020 and 2021 should not be directly compared to those in previous years or future years. The Attainment data cannot therefore be used to directly demonstrate subject, school or authority improvement compared with previous years.

- 1. Education measures:** Our children, young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences all children and young people will fulfil their potential

Indicator (aim)	Angus	Dundee	Perth & Kinross	Scotland																																																
Proportion of school leavers achieving 5 plus awards at SCQF level 5 or higher (increase)	<table><tr><th>Year</th><th>2016/17</th><th>2017/18</th><th>2018/19</th><th>2019/20</th><th>2020/21</th></tr><tr><td>Proportion</td><td>63%</td><td>62%</td><td>62%</td><td>64%</td><td>72%</td></tr></table>	Year	2016/17	2017/18	2018/19	2019/20	2020/21	Proportion	63%	62%	62%	64%	72%	<table><tr><th>Year</th><th>2016/17</th><th>2017/18</th><th>2018/19</th><th>2019/20</th><th>2020/21</th></tr><tr><td>Proportion</td><td>58%</td><td>51%</td><td>56%</td><td>60%</td><td>62%</td></tr></table>	Year	2016/17	2017/18	2018/19	2019/20	2020/21	Proportion	58%	51%	56%	60%	62%	<table><tr><th>Year</th><th>2016/17</th><th>2017/18</th><th>2018/19</th><th>2019/20</th><th>2020/21</th></tr><tr><td>Proportion</td><td>63%</td><td>66%</td><td>64%</td><td>69%</td><td>71%</td></tr></table>	Year	2016/17	2017/18	2018/19	2019/20	2020/21	Proportion	63%	66%	64%	69%	71%	<table><tr><th>Year</th><th>2016/17</th><th>2017/18</th><th>2018/19</th><th>2019/20</th><th>2020/21</th></tr><tr><td>Proportion</td><td>62%</td><td>64%</td><td>64%</td><td>68%</td><td>70%</td></tr></table>	Year	2016/17	2017/18	2018/19	2019/20	2020/21	Proportion	62%	64%	64%	68%	70%
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Proportion of school leavers from SIMD Q1 achieving 5 plus awards at SCQF level 5 or higher (increase)	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>46%</td></tr><tr><td>2011</td><td>33%</td></tr><tr><td>2012</td><td>44%</td></tr><tr><td>2013</td><td>45%</td></tr><tr><td>2014</td><td>50%</td></tr></table>	Year	Value	2010	46%	2011	33%	2012	44%	2013	45%	2014	50%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>42%</td></tr><tr><td>2011</td><td>36%</td></tr><tr><td>2012</td><td>40%</td></tr><tr><td>2013</td><td>43%</td></tr><tr><td>2014</td><td>50%</td></tr></table>	Year	Value	2010	42%	2011	36%	2012	40%	2013	43%	2014	50%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>28%</td></tr><tr><td>2011</td><td>36%</td></tr><tr><td>2012</td><td>39%</td></tr><tr><td>2013</td><td>43%</td></tr><tr><td>2014</td><td>46%</td></tr></table>	Year	Value	2010	28%	2011	36%	2012	39%	2013	43%	2014	46%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>43%</td></tr><tr><td>2011</td><td>45%</td></tr><tr><td>2012</td><td>46%</td></tr><tr><td>2013</td><td>49%</td></tr><tr><td>2014</td><td>53%</td></tr></table>	Year	Value	2010	43%	2011	45%	2012	46%	2013	49%	2014	53%
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Proportion of school leavers from SIMD Q1 achieving 5 plus awards at SCQF level 6 or higher (increase)	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>18%</td></tr><tr><td>2011</td><td>13%</td></tr><tr><td>2012</td><td>15%</td></tr><tr><td>2013</td><td>19%</td></tr><tr><td>2014</td><td>17%</td></tr></table>	Year	Value	2010	18%	2011	13%	2012	15%	2013	19%	2014	17%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>14%</td></tr><tr><td>2011</td><td>12%</td></tr><tr><td>2012</td><td>14%</td></tr><tr><td>2013</td><td>17%</td></tr><tr><td>2014</td><td>16%</td></tr></table>	Year	Value	2010	14%	2011	12%	2012	14%	2013	17%	2014	16%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>9%</td></tr><tr><td>2011</td><td>11%</td></tr><tr><td>2012</td><td>14%</td></tr><tr><td>2013</td><td>16%</td></tr><tr><td>2014</td><td>15%</td></tr></table>	Year	Value	2010	9%	2011	11%	2012	14%	2013	16%	2014	15%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>17%</td></tr><tr><td>2011</td><td>18%</td></tr><tr><td>2012</td><td>19%</td></tr><tr><td>2013</td><td>22%</td></tr><tr><td>2014</td><td>24%</td></tr></table>	Year	Value	2010	17%	2011	18%	2012	19%	2013	22%	2014	24%
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Proportion of school leavers achieving literacy and numeracy at SCQF level 4 or above (increase)	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>90%</td></tr><tr><td>2011</td><td>88%</td></tr><tr><td>2012</td><td>89%</td></tr><tr><td>2013</td><td>89%</td></tr><tr><td>2014</td><td>90%</td></tr></table>	Year	Value	2010	90%	2011	88%	2012	89%	2013	89%	2014	90%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>86%</td></tr><tr><td>2011</td><td>83%</td></tr><tr><td>2012</td><td>86%</td></tr><tr><td>2013</td><td>85%</td></tr><tr><td>2014</td><td>85%</td></tr></table>	Year	Value	2010	86%	2011	83%	2012	86%	2013	85%	2014	85%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>86%</td></tr><tr><td>2011</td><td>90%</td></tr><tr><td>2012</td><td>89%</td></tr><tr><td>2013</td><td>88%</td></tr><tr><td>2014</td><td>88%</td></tr></table>	Year	Value	2010	86%	2011	90%	2012	89%	2013	88%	2014	88%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>89%</td></tr><tr><td>2011</td><td>89%</td></tr><tr><td>2012</td><td>89%</td></tr><tr><td>2013</td><td>90%</td></tr><tr><td>2014</td><td>90%</td></tr></table>	Year	Value	2010	89%	2011	89%	2012	89%	2013	90%	2014	90%
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Proportion of school leavers achieving literacy and numeracy at SCQF level 5 or above (increase)	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>72%</td></tr><tr><td>2011</td><td>67%</td></tr><tr><td>2012</td><td>65%</td></tr><tr><td>2013</td><td>68%</td></tr><tr><td>2014</td><td>70%</td></tr></table>	Year	Value	2010	72%	2011	67%	2012	65%	2013	68%	2014	70%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>59%</td></tr><tr><td>2011</td><td>54%</td></tr><tr><td>2012</td><td>59%</td></tr><tr><td>2013</td><td>64%</td></tr><tr><td>2014</td><td>65%</td></tr></table>	Year	Value	2010	59%	2011	54%	2012	59%	2013	64%	2014	65%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>60%</td></tr><tr><td>2011</td><td>63%</td></tr><tr><td>2012</td><td>64%</td></tr><tr><td>2013</td><td>69%</td></tr><tr><td>2014</td><td>69%</td></tr></table>	Year	Value	2010	60%	2011	63%	2012	64%	2013	69%	2014	69%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>66%</td></tr><tr><td>2011</td><td>67%</td></tr><tr><td>2012</td><td>67%</td></tr><tr><td>2013</td><td>69%</td></tr><tr><td>2014</td><td>70%</td></tr></table>	Year	Value	2010	66%	2011	67%	2012	67%	2013	69%	2014	70%
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Indicator (aim)	Angus	Dundee	Perth & Kinross	Scotland																																																
Proportion of pupils entering positive destinations after leaving school (increase)	<table><tr><th>Year</th><th>Proportion (%)</th></tr><tr><td>2010</td><td>95%</td></tr><tr><td>2011</td><td>95%</td></tr><tr><td>2012</td><td>96%</td></tr><tr><td>2013</td><td>94%</td></tr><tr><td>2014</td><td>96%</td></tr></table>	Year	Proportion (%)	2010	95%	2011	95%	2012	96%	2013	94%	2014	96%	<table><tr><th>Year</th><th>Proportion (%)</th></tr><tr><td>2010</td><td>94%</td></tr><tr><td>2011</td><td>91%</td></tr><tr><td>2012</td><td>94%</td></tr><tr><td>2013</td><td>92%</td></tr><tr><td>2014</td><td>94%</td></tr></table>	Year	Proportion (%)	2010	94%	2011	91%	2012	94%	2013	92%	2014	94%	<table><tr><th>Year</th><th>Proportion (%)</th></tr><tr><td>2010</td><td>94%</td></tr><tr><td>2011</td><td>96%</td></tr><tr><td>2012</td><td>97%</td></tr><tr><td>2013</td><td>94%</td></tr><tr><td>2014</td><td>97%</td></tr></table>	Year	Proportion (%)	2010	94%	2011	96%	2012	97%	2013	94%	2014	97%	<table><tr><th>Year</th><th>Proportion (%)</th></tr><tr><td>2010</td><td>94%</td></tr><tr><td>2011</td><td>94%</td></tr><tr><td>2012</td><td>95%</td></tr><tr><td>2013</td><td>93%</td></tr><tr><td>2014</td><td>95%</td></tr></table>	Year	Proportion (%)	2010	94%	2011	94%	2012	95%	2013	93%	2014	95%
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Leavers' average total tariff SIMD Quintile 1 (increase)	<table><tr><th>Year</th><th>Average Tariff</th></tr><tr><td>2010</td><td>634</td></tr><tr><td>2011</td><td>503</td></tr><tr><td>2012</td><td>550</td></tr><tr><td>2013</td><td>586</td></tr><tr><td>2014</td><td>571</td></tr></table>	Year	Average Tariff	2010	634	2011	503	2012	550	2013	586	2014	571	<table><tr><th>Year</th><th>Average Tariff</th></tr><tr><td>2010</td><td>593</td></tr><tr><td>2011</td><td>510</td></tr><tr><td>2012</td><td>543</td></tr><tr><td>2013</td><td>580</td></tr><tr><td>2014</td><td>616</td></tr></table>	Year	Average Tariff	2010	593	2011	510	2012	543	2013	580	2014	616	<table><tr><th>Year</th><th>Average Tariff</th></tr><tr><td>2010</td><td>490</td></tr><tr><td>2011</td><td>548</td></tr><tr><td>2012</td><td>531</td></tr><tr><td>2013</td><td>601</td></tr><tr><td>2014</td><td>614</td></tr></table>	Year	Average Tariff	2010	490	2011	548	2012	531	2013	601	2014	614	<table><tr><th>Year</th><th>Average Tariff</th></tr><tr><td>2010</td><td>635</td></tr><tr><td>2011</td><td>644</td></tr><tr><td>2012</td><td>632</td></tr><tr><td>2013</td><td>673</td></tr><tr><td>2014</td><td>721</td></tr></table>	Year	Average Tariff	2010	635	2011	644	2012	632	2013	673	2014	721
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Leavers' average total tariff SIMD Quintile 2 (increase)	<table><tr><th>Year</th><th>Average Tariff</th></tr><tr><td>2010</td><td>683</td></tr><tr><td>2011</td><td>685</td></tr><tr><td>2012</td><td>605</td></tr><tr><td>2013</td><td>562</td></tr><tr><td>2014</td><td>721</td></tr></table>	Year	Average Tariff	2010	683	2011	685	2012	605	2013	562	2014	721	<table><tr><th>Year</th><th>Average Tariff</th></tr><tr><td>2010</td><td>705</td></tr><tr><td>2011</td><td>624</td></tr><tr><td>2012</td><td>696</td></tr><tr><td>2013</td><td>738</td></tr><tr><td>2014</td><td>687</td></tr></table>	Year	Average Tariff	2010	705	2011	624	2012	696	2013	738	2014	687	<table><tr><th>Year</th><th>Average Tariff</th></tr><tr><td>2010</td><td>653</td></tr><tr><td>2011</td><td>683</td></tr><tr><td>2012</td><td>606</td></tr><tr><td>2013</td><td>677</td></tr><tr><td>2014</td><td>641</td></tr></table>	Year	Average Tariff	2010	653	2011	683	2012	606	2013	677	2014	641	<table><tr><th>Year</th><th>Average Tariff</th></tr><tr><td>2010</td><td>766</td></tr><tr><td>2011</td><td>771</td></tr><tr><td>2012</td><td>744</td></tr><tr><td>2013</td><td>797</td></tr><tr><td>2014</td><td>854</td></tr></table>	Year	Average Tariff	2010	766	2011	771	2012	744	2013	797	2014	854
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Leavers' average total tariff SIMD Quintile 3 (increase)	<table><tr><th>Year</th><th>Average Tariff</th></tr><tr><td>2010</td><td>822</td></tr><tr><td>2011</td><td>804</td></tr><tr><td>2012</td><td>778</td></tr><tr><td>2013</td><td>795</td></tr><tr><td>2014</td><td>890</td></tr></table>	Year	Average Tariff	2010	822	2011	804	2012	778	2013	795	2014	890	<table><tr><th>Year</th><th>Average Tariff</th></tr><tr><td>2010</td><td>913</td></tr><tr><td>2011</td><td>802</td></tr><tr><td>2012</td><td>838</td></tr><tr><td>2013</td><td>1036</td></tr><tr><td>2014</td><td>946</td></tr></table>	Year	Average Tariff	2010	913	2011	802	2012	838	2013	1036	2014	946	<table><tr><th>Year</th><th>Average Tariff</th></tr><tr><td>2010</td><td>917</td></tr><tr><td>2011</td><td>896</td></tr><tr><td>2012</td><td>879</td></tr><tr><td>2013</td><td>1012</td></tr><tr><td>2014</td><td>1000</td></tr></table>	Year	Average Tariff	2010	917	2011	896	2012	879	2013	1012	2014	1000	<table><tr><th>Year</th><th>Average Tariff</th></tr><tr><td>2010</td><td>910</td></tr><tr><td>2011</td><td>913</td></tr><tr><td>2012</td><td>870</td></tr><tr><td>2013</td><td>960</td></tr><tr><td>2014</td><td>998</td></tr></table>	Year	Average Tariff	2010	910	2011	913	2012	870	2013	960	2014	998
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Indicator (aim)	Angus	Dundee	Perth & Kinross	Scotland																																																
Leavers' average total tariff SIMD Quintile 4 (increase)	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>935</td></tr><tr><td>2011</td><td>915</td></tr><tr><td>2012</td><td>884</td></tr><tr><td>2013</td><td>958</td></tr><tr><td>2014</td><td>1087</td></tr></table>	Year	Value	2010	935	2011	915	2012	884	2013	958	2014	1087	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>1009</td></tr><tr><td>2011</td><td>922</td></tr><tr><td>2012</td><td>915</td></tr><tr><td>2013</td><td>996</td></tr><tr><td>2014</td><td>1027</td></tr></table>	Year	Value	2010	1009	2011	922	2012	915	2013	996	2014	1027	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>972</td></tr><tr><td>2011</td><td>1015</td></tr><tr><td>2012</td><td>996</td></tr><tr><td>2013</td><td>1018</td></tr><tr><td>2014</td><td>1137</td></tr></table>	Year	Value	2010	972	2011	1015	2012	996	2013	1018	2014	1137	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>1037</td></tr><tr><td>2011</td><td>1035</td></tr><tr><td>2012</td><td>1019</td></tr><tr><td>2013</td><td>1063</td></tr><tr><td>2014</td><td>1135</td></tr></table>	Year	Value	2010	1037	2011	1035	2012	1019	2013	1063	2014	1135
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Leavers' average total tariff SIMD Quintile 5 (increase)	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>1029</td></tr><tr><td>2011</td><td>989</td></tr><tr><td>2012</td><td>948</td></tr><tr><td>2013</td><td>1013</td></tr><tr><td>2014</td><td>1224</td></tr></table>	Year	Value	2010	1029	2011	989	2012	948	2013	1013	2014	1224	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>1084</td></tr><tr><td>2011</td><td>1018</td></tr><tr><td>2012</td><td>1079</td></tr><tr><td>2013</td><td>1194</td></tr><tr><td>2014</td><td>1222</td></tr></table>	Year	Value	2010	1084	2011	1018	2012	1079	2013	1194	2014	1222	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>1135</td></tr><tr><td>2011</td><td>1199</td></tr><tr><td>2012</td><td>1156</td></tr><tr><td>2013</td><td>1290</td></tr><tr><td>2014</td><td>1247</td></tr></table>	Year	Value	2010	1135	2011	1199	2012	1156	2013	1290	2014	1247	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>1220</td></tr><tr><td>2011</td><td>1244</td></tr><tr><td>2012</td><td>1194</td></tr><tr><td>2013</td><td>1285</td></tr><tr><td>2014</td><td>1346</td></tr></table>	Year	Value	2010	1220	2011	1244	2012	1194	2013	1285	2014	1346
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Proportion of pupils who stay on from S4 to S6 (increase)	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>51%</td></tr><tr><td>2011</td><td>55%</td></tr><tr><td>2012</td><td>53%</td></tr><tr><td>2013</td><td>58%</td></tr><tr><td>2014</td><td>58%</td></tr></table>	Year	Value	2010	51%	2011	55%	2012	53%	2013	58%	2014	58%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>51%</td></tr><tr><td>2011</td><td>56%</td></tr><tr><td>2012</td><td>52%</td></tr><tr><td>2013</td><td>54%</td></tr><tr><td>2014</td><td>55%</td></tr></table>	Year	Value	2010	51%	2011	56%	2012	52%	2013	54%	2014	55%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>56%</td></tr><tr><td>2011</td><td>59%</td></tr><tr><td>2012</td><td>59%</td></tr><tr><td>2013</td><td>65%</td></tr><tr><td>2014</td><td>61%</td></tr></table>	Year	Value	2010	56%	2011	59%	2012	59%	2013	65%	2014	61%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>62%</td></tr><tr><td>2011</td><td>62%</td></tr><tr><td>2012</td><td>61%</td></tr><tr><td>2013</td><td>64%</td></tr><tr><td>2014</td><td>64%</td></tr></table>	Year	Value	2010	62%	2011	62%	2012	61%	2013	64%	2014	64%
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% children and young people looked after in community settings	<table><tr><th>Year</th><th>2014-17</th><th>2015-18</th><th>2016-19</th><th>2017-20</th><th>2018-21</th></tr><tr><td>Percentage</td><td>92%</td><td>92%</td><td>90%</td><td>90%</td><td>90%</td></tr></table>	Year	2014-17	2015-18	2016-19	2017-20	2018-21	Percentage	92%	92%	90%	90%	90%	<table><tr><th>Year</th><th>2014-17</th><th>2015-18</th><th>2016-19</th><th>2017-20</th><th>2018-21</th></tr><tr><td>Percentage</td><td>89%</td><td>88%</td><td>88%</td><td>89%</td><td>88%</td></tr></table>	Year	2014-17	2015-18	2016-19	2017-20	2018-21	Percentage	89%	88%	88%	89%	88%	<table><tr><th>Year</th><th>2014-17</th><th>2015-18</th><th>2016-19</th><th>2017-20</th><th>2018-21</th></tr><tr><td>Percentage</td><td>92%</td><td>95%</td><td>96%</td><td>96%</td><td>96%</td></tr></table>	Year	2014-17	2015-18	2016-19	2017-20	2018-21	Percentage	92%	95%	96%	96%	96%	<table><tr><th>Year</th><th>2014-17</th><th>2015-18</th><th>2016-19</th><th>2017-20</th><th>2018-21</th></tr><tr><td>Percentage</td><td>90%</td><td>89%</td><td>90%</td><td>90%</td><td>90%</td></tr></table>	Year	2014-17	2015-18	2016-19	2017-20	2018-21	Percentage	90%	89%	90%	90%	90%
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Percentage	90%	89%	90%	90%	90%																																															

2. Other indicators

Indicator (aim)	Angus	Dundee	Perth & Kinross	Scotland
Proportion of children with at least one developmental concern recorded at 27-30 months Child Health Review (reduce)	<p>21% 15% 14% 14% 15%</p>	<p>22% 18% 17% 17% 18%</p>	<p>19% 12% 11% 15% 14%</p>	<p>18% 15% 15% 14% 15%</p>
Proportion of children with no speech, language and communication concerns identified at 27-30 months Child Health Review (increase)	<p>83% 89% 89% 90% 89%</p>	<p>82% 88% 89% 90% 88%</p>	<p>84% 90% 92% 90% 90%</p>	<p>86% 89% 90% 90% 89%</p>