



SCOTTISH EXECUTIVE

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Your ref:

Our ref: quif.march06

30 March 2006

c.c. Local Authority Chief Executives
Chief Executives, NHS Boards
Chief Constables, Police Forces

Dear Colleague

QUALITY IMPROVEMENT FRAMEWORK FOR INTEGRATED SERVICES FOR CHILDREN AND YOUNG PEOPLE

I am pleased to enclose the Scottish Executive's Quality Improvement Framework (QIF) for integrated services for children and young people. The QIF has been revised and updated following our consultation last year. Respondents to the consultation supported both our overall approach and our reduction in the key performance indicators that will be used by the Executive to assess performance improvement.

Respondents also considered that there was ample scope to reduce the performance indicators even further and challenged us to continue making



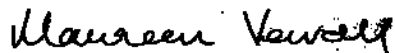
progress to rationalise the performance measures currently used for children's services. We agree and we want to work with you over the next year to achieve this goal.

During 2006-07, the QIF should support local inter-agency partnerships in their work to improve the quality of services for children and young people and to ensure these improvements are sustained. Progress should be reported in May 2007 against the performance measures against Annex A as part of the annual update on your Integrated Children's Services Plan. The guidance on integrated children's services plans is being updated to make clear, among other things, the role of the Quality Improvement framework within the Plans.

We have worked very closely with the HMIE-led Joint Inspection team to ensure that the QIF is complementary to the development of joint inspection of children's services. This was acknowledged and welcomed by respondents to our consultation. You will want to consider the QIF in conjunction with the agreed methodology for Joint Inspections and the generic quality indicators, which will be issued for consultation in April.

If you wish to discuss the QIF in more detail, please contact Jackie Brock in the first instance.

Yours sincerely



MAUREEN VERRALL
HEAD OF CHILDREN AND FAMILIES DIVISION



QUALITY IMPROVEMENT FRAMEWORK FOR CHILDREN, YOUNG PEOPLE AND THEIR FAMILIES

**Scottish Executive
Children and Families
March 2006**

QUALITY IMPROVEMENT FRAMEWORK FOR INTEGRATED SERVICES FOR CHILDREN, YOUNG PEOPLE AND THEIR FAMILIES

A. Background

In 2001, *For Scotland's Children*¹ highlighted the weaknesses prevailing at that time in the provision and delivery of services to Scotland's children, young people and their families. It also described examples of good practice and made recommendations for the improvement of services. Much has been done since then at both national and local levels to put the focus on delivering improved outcomes for children, young people and their families², building on strengths and tackling weaknesses and working to deliver an integrated approach.

Since the publication of *For Scotland's Children*, a number of national developments are underway to help improve outcomes for all children and young people, including:

- Scottish Ministers have articulated a vision that all Scotland's children and young people should be *safe, nurtured, healthy, achieving, active, respected and responsible, and included* and a shared ambition for children and young people that will enable them to develop their capacities as *successful learners, confident individuals, responsible citizens and effective contributors to society and work*
- Implementing the vision through supporting all professionals working with children and young people to work together effectively to plan and deliver top quality services which overcome traditional service-sector boundaries and focus on meeting the varied needs of children and young people. The vision described here provides a unifying purpose for all those involved in delivering services for children.
- Recognising the importance of a collective approach to the planning and delivery of services, the Local Government Act (2003) places a duty on local authorities and their partners to develop Community Plans that bring together the delivery of local services. It also introduced a statutory duty by local authorities to achieve Best Value by improving the quality and effectiveness of services.
- Complementing this approach, in November 2004 the Executive issued the Integrated Children's Services Planning guidance to local authorities, NHS boards and other planning partners asking them to draw together their separate plans and priorities for school education, children's social work, child health and youth justice into integrated Children's Services Plans from April 2005. It also stated that the plans should reflect local activity to mainstream equality and diversity for children, young people and their families.

¹ *For Scotland's Children – An Action Plan*, Scottish Executive, 2001

² Henceforth, where this paper refers to services for children and young people, this should be taken to include their families.

- The discussion and consultation paper *Making Services Better for Scotland's Children*, launched at the Services for Children Seminar in November 2004, presented an overview of how inspection of services for children and young people needed to evolve to take account of developments in policy and changing practices in the delivery of services on the ground. In particular, the paper addressed the need to design more comprehensive and co-ordinated arrangements for the inspection of services for children and young people.
- The consultation exercise on *Getting it right for every child* sets out the Executive's aim to develop the Children (Scotland) Act 1995 and to place new statutory duties on agencies.
- The Joint Inspection of Children's Services and Inspection of Social Work Services Act received Royal Assent in February 2006. This provides the statutory framework to enable inspectorates to conduct joint inspections of children's services and in so doing to share information.

This Quality Improvement Framework aims to develop a coherent and sustained approach by inter-agency children's services partnerships to raising quality across all services for children and young people to achieve this shared vision. The Framework aims to achieve this by:

- supporting a focus on those services and areas of improvement, which cannot be achieved by one agency alone;
- helping local partners achieve the overall aim for Integrated Children's Services Plans, which we described in the Integrated Children's Services Plans' guidance as "*the primary focus and content of plans should be to establish an agreed description, table or display of local partners' agreed improvement objectives for services and support for children and young people with, for each of these, clear strategies for delivery, outcomes, measures of performance and timescales*";
- providing a starting point for the agencies involved in planning and delivering children's services, to come together to develop a coherent and consistent approach to monitoring, reviewing, evaluating and adapting their services to meet the needs of all children and young people; and
- complementing and building on, but do not replace, existing frameworks such as the schools improvement framework, to facilitate integrated working.

Consultation took place on the draft Quality Improvement Framework over the autumn of 2005 and these aims were fully supported by respondents. However, while they considered that it was a useful starting-point, local children's services partnerships appear to be unanimous in identifying considerable scope to develop a more streamlined and proportionate approach to the reporting of performance improvement. The Executive agrees this is desirable and will be discussing with children's services providers how this can be progressed during 2006.

B. Nature and purpose

Achieving progressive and sustainable improvements in the quality of children's services will depend on service-providers having robust and systematic approaches to satisfying themselves that their service provision is of good quality ("quality assurance systems"). Such systems are in place to varying degrees in the different sectors which provide services for children and young people, but there is scope for **more consistency and coherence** across children's services.

Respondents to the consultation are in full agreement with the view that a new and single quality improvement system for services for children and young people would not be appropriate. Rather, what is required is a **framework** that supports the better integration of services, within which service-providers can both develop their existing quality improvement systems or frameworks, and work collaboratively with their partners to ensure the effectiveness of quality improvement processes across service-sector boundaries.

Different quality improvement systems are used in the different sectors which provide services to children and young people. Even within the same sector, there can be variations in approach. The depth of experience of using quality improvement systems and the consistency with which they are applied also varies across providers of children's services.

Together with local developments by local children's services partnerships and the introduction of the Joint Inspection of Children's services by 2008, this Quality Improvement Framework is designed to promote the necessary **consistency and coherence** of quality improvement processes within and across services for children and young people. It should also contribute to the development of a shared culture of quality improvement and a shared language for discussing issues of quality amongst all professionals.

This Framework has been completed following consideration of the first year of the three year planning cycle of Integrated Children's Services plans, 2003-2007. It should therefore contribute to an area's self-evaluation of the quality of its children's services; the setting of improvement objectives in future plans and to each area's preparations for joint inspection of services for children.

C. The Six Elements of the Quality Improvement Framework.

At the heart of the quality improvement framework is the effective use of self-evaluation, complemented by independent joint inspection which moderates and verifies self-evaluation.

The six elements should characterise how children's services work together to raise the quality of the services they provide in partnership. These elements are:

1. To articulate clearly the desired outcomes for children and young people;
2. To determine challenging targets and improvement objectives for achieving successful outcomes for all children and young people;
3. To have, within and across services, effective arrangements for evaluating systematically and rigorously, whether successful outcomes are being achieved;
4. To ask demanding questions about the performance of services for children and young people;
5. To use the information from evaluation to make continuous and sustained improvements to achieve successful outcomes;
6. To determine leadership and accountability roles for achieving improved outcomes.

1: To articulate clearly the desired outcomes for children and young people.

Action to improve quality of services will be severely hampered without a clear vision of what services for children and young people should deliver. As noted in Section 1, Scottish Ministers have said that their ambition for children and young people is that they will all become successful learners; confident individuals, responsible citizens and effective contributors to society and at work. If these aspirations are to become reality our children and young people need to be: *safe, nurtured, healthy, achieving, active, respected & responsible and included*. This national vision needs to be complemented by clear statements of vision at the local level. The Integrated Children's Services Plans guidance published in November 2004 sets out the vision in more detail.

www.scotland.gov.uk/about/ED/CnF/00017842/Planning.aspx

2: To determine challenging targets and improvement objectives for achieving successful outcomes for all children and young people.

This clear vision of what services should do for children and young people is a pre-requisite for setting measurable outcomes. Where these outcomes are not being achieved, it will be necessary to set improvement objectives for services. Establishing improvement objectives within and across integrated services requires clear and common understandings about standards of quality, how improvements can be worked towards and success measured. It is unlikely that appropriate objectives can be set without the involvement of children and their families or without an understanding of their experience and expectations of services.

Annex D of the Integrated Children's Services Plans guidance was a compilation of national data and performance measures that were then in place. The Executive recognised that this was not complete and that further work was required to distil this list into a set of indicators that would be helpful in assessing the extent to which the desired outcomes for children and young people are being

achieved through the delivery of integrated services. **Annex A** sets out the key performance indicators that the Executive is proposing and relates them to the vision for children and young people using these criteria:

- The indicators are unlikely to be achieved by one agency alone – success is dependent on shared and collective responsibility
- The indicators aim to be largely outcome-focussed – but some do measure process. In the latter case, the measure should provide partners with at least part of the answer to whether outcomes are being achieved, in the absence of sufficiently robust outcome measures.
- The indicators are based, largely, on existing measures. We recognise that local partnerships are partway through their three year plans and a new set of indicators would not be helpful. The key change is to focus on specific areas and to distil down the number of measures that are currently used. Inevitably, over time, new and improved measures will need to be developed in partnership with local areas and relevant agencies.
- These indicators should provide local partners with a challenging, but manageable set of performance measures that matter to the Executive and which will be taken into account when evaluating at a national level, whether outcomes are improving for Scotland's children and young people. They should form a starting-point, but not an exclusive list, for establishing local improvement objectives and the local targets and indicators that will measure progress towards these.

Service-providers should note that the Executive is not setting national targets at this stage, unless these are already established. The intention is to give providers time to develop and build on their baselines for these national indicators. During year 3 of the children's services plans, over 2007-08, the Executive will take stock of the evidence being provided and consider whether more specific targets are required.

Annex A also contains references to relevant underpinning quality improvement documents, national standards and data sources.

Responses to the consultation welcomed linking the key performance indicators to the vision and rationalising the number of indicators used to assess improvement. Respondents are firmly of the view that there is scope to reduce and rationalise the number further. This also needs to be supported by a rationalised approach to the collection of information by the Executive. This will be one of the areas that the Executive concentrates in the following year.

3: To have, within and across services, effective arrangements for evaluating, systematically and rigorously, whether successful outcomes are being achieved.

The primary responsibility for assuring the quality of services provided to children and young people lies with the service providers themselves. Organisations and individuals that work with children and young people need to have evidence-based internal evaluation systems and processes for evaluating all aspects of their work; for evaluating the quality of the outcomes achieved by and for children and young people and how improvements can best be achieved. For example, the framework of the National Priorities in Education, as well as drawing on a wide range of qualitative and quantitative indicators to enable authorities to report on their service, incorporates self-assessment using inspection tools.

To complement their own self-evaluation systems, as part of the development and review of their integrated children's services plans, service providers will need to work collaboratively to develop means of evaluating the combined effect of their services on the quality of outcomes for children and young people. They will also need to have robust evidence-based processes in place and demonstrate they use this evidence to improve services.

A consistency in approach can be achieved by using both the national performance indicators (at Annex A) for integrated services for children to assess and evidence performance improvement and the relevant quality indicators for self-evaluation, which will be finalised following consultation on joint inspection of children's services; **together with the process of self-evaluation that asks the same six key questions that will be used by the Joint Inspection Team for the joint inspection of services for children.**

4: To ask demanding questions about the performance of services for children and young people.

As said above, self-evaluation should be at the heart of quality improvement for children's services. To achieve the aim of consistency and coherence, we recommend that the local approach to self-evaluation is the same as that which has been adopted by the Joint Inspectorates for the Joint Inspection of Services for Children.

*Making Services Better for Scotland's Children*³ stated that inspection should evaluate three levels of service provision:

- impact and outcomes for children and families;
- strategic leadership and direction; and
- operational management processes.

In addressing these three levels, inspectors and agencies will seek answers to the following six questions:

1. What key outcomes for children, young people and their families have we achieved?

³ *Making Services Better for Scotland's Children*, a discussion and consultation paper on inspection of services for children, was launched at the Services for Children Seminar in November 2004

2. What impact have we had in meeting the needs of our stakeholders?
3. How good is our strategic leadership?
4. How good is our operational management?
5. How good is our delivery of key processes?
6. What is our capacity for improvement?

Robust self-evaluation by local partnerships, underpinned by this framework, will be the most crucial element in improving the quality of services for children and young people. In time, joint inspection of services for children will also provide the essential function of moderating and validating self-evaluation. It will also enhance public accountability.

5: To use the information from evaluation to make continuous and sustained improvements to achieve successful outcomes.

To achieve continuous improvement in quality, the results of evaluation (internal and external) must be used to identify where improvements need to be made and to take action to make these improvements. This requires that:

- Service-providers have a robust understanding of what children, young people and their families have experienced in using their services and of how services could be improved for them.
- Service-providers, individually and collectively, have well-developed systems for continually monitoring and improving the quality of their work with children and the outcomes achieved by and for children, young people and their families. This includes having monitoring arrangements which ensure that improvement objectives, once identified, are actually achieved.
- Individuals working with children and young people are clear about what they personally need to do to improve the quality and impact of their work.
- Support is available when organisations or individuals have difficulty in making improvements to the quality of their work.

Making available the information gained from self-evaluation to relevant stakeholders, including children, young people and their families, is an important element in creating a culture of improvement through self-evaluation. There are examples of good practice of reporting on the progress of the integrated children's services plan and using these events to secure involvement in their further development. Children, young people and their families will have a key role to play in improving services, by being better informed of what they should expect and by providing feed-back to service-providers about the quality of service they have experienced. It is therefore essential to include these users of services in the process of evaluation and continuous improvement.

6: To determine leadership and accountability roles for delivering improved outcomes.

A resolute and systematic approach to quality improvement requires leadership, and it is important in each context to determine who should provide the necessary leadership and how that leadership should be exercised. This is particularly important where the provision of services is shared across a number of partners.

Accountability for the improvement of services begins with an individual professional's responsibility to provide appropriate agreed support and services to the child or young person. It extends to all of the chief officers of all the relevant agencies who are signatories to an area's Integrated Children's Services Plan and to the improvement objectives that they are committed. It is shared by all managers of services being accountable for the achievement of improvement objectives which fall in their domains. Particularly within the context of better integrated delivery of a wide spectrum of services, it is essential that everyone is clear about what aspects of the improvement objectives he or she is responsible for achieving and how they can exercise their accountability effectively.

Less formally, the responsibility of working towards the achievement of the highest levels of quality of service for children and young people is something which lies with all engaged in the planning and delivery of these services. A culture of commitment to quality improvement will thrive in an environment where there is a deep-seated belief and commitment amongst all who work with children and young people that what each individual does can make a difference to the quality of outcomes for children and young people. The creation and nurturing of such an environment and culture is one of the hallmarks of effective leadership.

D. Conclusion

Children's Services Partnerships are at an early and varying stage of development across Scotland. Despite this, they have made considerable progress in developing a unified plan for the development and improvement of children's services in their area. Many have begun the process of identifying high level improvement objectives and set out how they will measure whether these have been achieved.

The responses to the consultation on the draft Quality Improvement Framework suggest that it is welcome and that it will be helpful in the development of inter-agency approaches to achieving improvement in children's services. The responses have also identified the challenges for the Executive in developing more streamlined approaches to evaluating progress. The Executive will produce proposals for achieving this during this year and ensure that they complement the development of the methodology for the Joint Inspection of Services for Children.

THE IMPROVEMENT OF SERVICES FOR CHILDREN

This annex aims to support the development of Integrated Children’s Services Plans and to achieve the aim set out in the guidance published in November 2004 that “*the primary focus and content of plans should be to establish an agreed description, table or display of local partners’ agreed improvement objectives for services and support for children and young people with, for each of these, clear strategies for delivery, outcomes, measures of performance and timescales*”.

This annex provides a starting point. The Executive expects to see strategies for delivery against each of these indicators, supplemented as appropriate, by local indicators. The data sources and relevant national standards are provided to underpin your local work. As suggested in our proposals, this approach to improving the quality of services will need to develop over time. It will also need to be updated in line with the development of quality indicators for the coherent system of inspection of services for children and as other service improvement frameworks develop. (For example the performance improvement framework for children and families social work services should be developed by mid 2006). At this point, however, it should help local children services partnerships to develop approaches to self-evaluation and service improvement.

OUTCOME	KEY PERFORMANCE IMPROVEMENT INDICATORS	The relevant Quality Indicators and national standards	Indicator Data Sources	Indicator Baseline Data/Future Developments
<p>1. SAFE Children and young people feel safe. They are protected from abuse, neglect and harm by others at:</p> <ul style="list-style-type: none"> • Home • school 	<p>1.1 a. The % of child protection referrals that are repeat referrals within 12 months of initial referral or removal from the register, has reduced</p>	<p>1.1</p> <ul style="list-style-type: none"> • The quality indicators for the joint inspection of child protection services www.scotland.gov.uk/hmie • Protecting children and young people: Framework for Standards: Getting our priorities right www.scotland.gov.uk/library5/education/go-pr-00.asp 	<p>1.1</p> <ul style="list-style-type: none"> • Children in Need Survey (piloting in 2005) • SCRA statistics www.scotland.gov.uk/stats • Local Authority monitoring of referrals of children who go missing from view of services. 	<p>1.1 The Executive agrees with the comments of the majority of respondents that this indicator gives limited information about the extent to which children are safe. This should be used as an interim measure while further options will be considered as part of the evaluation of the child</p>

<ul style="list-style-type: none"> the community 	<p>1.2 To increase the proportion of recorded incidents of bullying reported to be resolved satisfactorily by pupils and by school management.</p>	<p>1.2</p> <ul style="list-style-type: none"> How Good is our School/Community Learning Development? www.hmie.gov.uk Local Surveys of Young People National Care Standards: Early education and childcare up to the age of 16 www.carecommission.com 	<p>1.2</p> <ul style="list-style-type: none"> A local report through the Integrated Children's Services Plan is required. All local reports will be collated, analysed and shared with relevant groups. This will help us work with local Partnerships to develop a more robust measure of performance improvement. HMIE Sample Pupil Surveys 	<p>protection reform programme.</p> <p>1.2 In the future, we will work with local partnerships to ensure that the satisfactory resolution of bullying incidents are recorded throughout children's services, not just schools.</p>
	<p>1.3 The number of young people who have expressed a fear of crime, has reduced</p>	<p>1.3:</p> <ul style="list-style-type: none"> Community Safety Partnership guidance for 2005-08 www.saferscotland.org Scottish Crime Survey www.scotland.gov.uk/library5/justice/sc-cs-07.asp Antisocial behaviour accountability framework and outcome agreement www.antisocialbehaviourscotland.com 	<p>1.3</p> <ul style="list-style-type: none"> The Scottish Crime Survey (SCS) (2003). www.scotland.gov.uk/library5/justice/sccs-07.asp Scottish Social Attitudes Survey (SSAS) /www.scotland.gov.uk/Publications/2005/07/1485403/54066 Being Young in Scotland Survey 	<p>1.3</p> <ul style="list-style-type: none"> SCS: Decrease in % of 16-24 year olds who feel unsafe: a) walking in their neighbourhood after dark (16-24 year old men – 15%, women – 41% 2003 SCS) b) When they are alone in their home at night (16-24 year old men – 3%, women 13% 2003 SCS) SSAS:

				<p>Reduction in extent that 18-24 year olds they feel worried about:</p> <p>a) Having your home broken into (33% worried a great deal/fair amount, 2004 SSAS)</p> <p>b) Having your car stolen or vandalised (41%)</p> <p>c) Being attacked or assaulted in the street (34%)</p> <p>d) Someone else that you live with being a victim of crime (42%)</p> <ul style="list-style-type: none"> • Being Young in Scotland Survey: Collects data on 11-24 year e.g. reduction in: % of young people who state 'I'm really frightened about going out these days, there is so much violence about'
1.4 The number of (a) child injuries and (b) fatalities in road traffic accidents per 1,000 population has reduced	1.4 – 1.5 <ul style="list-style-type: none"> • School Travel Co-ordinators www.scotland.gov.uk/library5/education/sstag-01.asp • Safer routes to School guidance www.scotland.gov.uk/library2/doc08/srs-00.htm • Tomorrow's Roads – safer for Everyone 	1.4 – 1.5 <ul style="list-style-type: none"> a) ISD, SMR-01 b) GROS www.isdscotland.org/isd/info3.jsp?pContentID=3066&p_applic=CCC&p_service=Content.show& • Scottish Transport 	1.4 <ul style="list-style-type: none"> a) SMR-01 Emergency Hospital admissions, children (aged under 15) with intentional injury caused by road traffic accidents (RTA): 864, in 2003 	

		http://www.dft.gov.uk/stellent/groups/dft_rdsafety/documents/page/dft_rdsafety_028165.hcspp	Statistics published annually. http://www.scotland.gov.uk/stats/bulletins/360/00360-80.asp	b) GROS 2003, death rate per 100,000 population = 1.6 – child death by road traffic accidents (RTA) = 0.016 per 1,000 population
	1.5 The number of (a) child injuries and (b) fatalities caused by all other accidents per 1,000 population has reduced			1.5 a) SMR-01 Emergency Hospital admissions, children (aged under 15) with intentional injury other than RTA = 10,232, in 2003 b) GROS 2003, child death rate for unintentional injury other than RTA - 1.8 per 100,000 population = 0.018 per 1,000 population
2. NURTURED Children and young people live within a supportive family setting. They receive additional assistance if and when required. Where this is	2.1 All requests, from any appropriate agency, under the Additional Support for Learning Act, are answered within 10 weeks (16 if an extension is agreed) by the relevant agency	2.1 HMIE is monitoring and evaluating the impact of the ASL Act. It will report to Scottish Ministers in September 2007.		
	2.2 All children and	2.2 • Getting it right for every child:	2.2 Sure Start Mapping	2.2 Baseline/Self-evaluation report

not possible, they live within another caring setting, ensuring a positive and rewarding childhood experience.	young people who need it have an integrated package of appropriate health, care and education support	www.childrens-hearings.co.uk Closing the opportunity gap – target E. www.scotland.gov.uk/Topics/People/Social-Inclusion/17415/opportunity		to be provided through the local Integrated children’s Services plan
	2.3 The number of homeless or temporarily accommodated children and young people under 25 has reduced		2.3 Local Authority Returns, Homeless Persons Legislation HL1 & HL2 disaggregate by age (up to 18);no. of children and type of temporary accommodation http://www.scotland.gov.uk/stats/bulletins/00399-14.asp	
	2.4 Sufficient, appropriate respite services are available for children with disabilities when they need them	2.4 S 22 of the Children’s (Scotland) Act 1995	2.4 <ul style="list-style-type: none"> • A local report through the Integrated Children’s Services Plan is required. All local reports will be collated, analysed and shared with relevant groups. This will help us work with local Partnerships to develop a more robust measure 	

			of performance improvement.	
	2.5 Family support and relationship services are available for parents and families who may need these.		2.5 <ul style="list-style-type: none"> • Growing up in Scotland • Mapping of Parenting/family Programmes, including the number of home-school link staff available to schools • Pre-school and childcare census www.scotland.gov.uk/stats/bulletins/00346-00.asp	2.5 Data can include SureStart services, other early years programmes and parenting programmes.
	2.6 The number of accommodated children with three or more placements has reduced	2.6 <ul style="list-style-type: none"> • National care Standards: School Care Accommodation and Fostering www.carecommission.com • HALL 4 	2.6 Scottish Executive: Children Looked After Survey www.scotland.gov.uk/stats/bulletins/00369-00.asp	
	2.7 The % of children a) under 5 placed in an adoptive family or a permanent substitute family within 12	2.7 <ul style="list-style-type: none"> • Adoption Policy Review www.scotland.gov.uk/about/ED/YPLA/C/00017972/policy.aspx 	2.7 Children in the Adoption/Permanency Process Survey	2.7 Ministers intend to set a more challenging target as part of the implementation of the Adoption Bill once it is passed

	<p>months of being accommodated away from home; and b) 5 or over placed in an adoptive family or a permanent substitute family within 24 months of being accommodated away from home has increased</p>			
<p>2.8 The % of looked after young people leaving care who have a pathway plan has increased</p>	<p>2.8 <ul style="list-style-type: none"> Supporting Young People leaving care in Scotland www.scotland.gov.uk/library5/education/syplc-00.asp </p>	<p>2.8 Children Looked After Survey www.scotland.gov.uk/stats/bulletins/00369-00.asp</p>		
<p>2.9 Appropriate support services are available for children and young people affected by domestic abuse</p>	<p>2.9 Guidance Note for Planners: Children and Young People Experiencing Domestic Abuse http://www.scotland.gov.uk/library5/social/cypeda-13.asp</p>	<p>2.9 <ul style="list-style-type: none"> A local report through the Integrated Children's Services Plan is required. All local reports will be collated, analysed and shared with relevant groups. This will help us work with local Partnerships to develop </p>		

			a more robust measure of performance improvement.	
3. HEALTHY All children and young people should enjoy the highest attainable standards of physical and mental health, with access to suitable healthcare and safe and healthy lifestyles	3.1 To achieve the national target of 50% women still breastfeeding at 6 weeks or more		3.1 CHSP-PS : % children breastfed at 6-8 weeks www.isdscotland.org/isd/info3.jsp?pContentID=1914&p_applic=CCC&p_service=Content.show&	3.1 2004 data: 35.9% of mothers breastfeeding their child at 6-8 weeks
	3.2 By 2010 60% of children (a) at age 5 and (b) 11-12 year olds have no signs of dental disease	3.2 Improving oral health and modernising NHS dental services www.show.nhs.org.uk	3.2 Dental Epidemiological Programme www.dundee.ac.uk/dhsru/publications	
	3.3 By 2022, 80% of children meet the minimum recommended level of physical activity	3.3 <ul style="list-style-type: none"> Improving Health in Scotland – the Challenge www.scotland.gov.uk/library5/health/ihis-00.asp Let’s Make Scotland More Active: A strategy for physical activity www.scotland.gov.uk/topics/health/introduction/activeschool The Active Schools Programme Sport 21 The National Strategy for Sport in Scotland 	3.3 <ul style="list-style-type: none"> WHO Health Behaviours of school-age children survey www.education.ed.ac.uk/cahru/projects/hbsc.html#scotland The Scottish Health Survey www.show.scot.nhs.uk/scottishhealthsurvey/index.htm 	

		<ul style="list-style-type: none"> • www.scotland.gov.uk/topics/Health/health/introduction/active schools 	<ul style="list-style-type: none"> • Provision of Physical Education in Schools 	
3.4 The % of children in Scotland eating more healthily, with at least 5 or more portions of fruit and vegetables daily, is increasing	3.4 As under 3.3. Also: <ul style="list-style-type: none"> • The Scottish Diet Action Plan 1996-2005 www.scotland.gov.uk/library/document/s/diet-00.htm • Eating for health: meeting the Challenge. Scottish Executive 2004 www.scotland.gov.uk/library5/health/efhmtc-00.asp • Hungry for Success. Scottish Executive 2003 www.scotland.gov.uk/library5/education/hfs-00.asp • Nutritional Guidance for early years. http://www.scotland.gov.uk/publications/2006/01/18153659/0 • Possible National Healthy Weight Strategy is in development • Management of obesity in children and young people www.sign.ac.uk/guidelines/fulltest/69/index.html 	3.4 <ul style="list-style-type: none"> • WHO Health Behaviours of school-age children survey www.education.ed.ac.uk/cahru/projects/hbsc.html#scotland • The Scottish Health Survey www.show.scot.nhs.uk/scottishhealthsurvey/index.htm • Food standards Agency Scotland survey of non-milk extrinsic sugars in children 	3.4 <ul style="list-style-type: none"> • WHO (1998 data) <i>65.5% of 11-15 year olds eat fresh fruit daily, 34.7% eat raw veg. and salads daily, 49.8 eat cooked veg. daily</i> • SHS:2003 www.show.scot.nhs.uk/scottishhealthsurvey/index.htm • Food Standards Agency: Data available in 2005 	
3.5 The number of	3.5	3.5 Census of Secure		

	children and young people voluntarily attending health check-ups and assessments, when they need them, has increased/	<ul style="list-style-type: none"> • Closing the opportunity gap Target E • www.scotland.gov.uk/Topics/People/Social-Inclusion/17415/opportunity 	Accommodation www.scotland.gov.uk/stats/bulletins/00369-00.asp	
	3.6 Meeting local targets for the % of children and young people with autism, ADHD and for looked after children seen within the local target waiting time for community CAMHS and specialist teams.	3.6 <ul style="list-style-type: none"> • HALL 4 • www.scotland.gov.uk/publications/ • December 2004 Consultation: Children and Young People’s Mental Health: A framework for promotion, prevention and care. www.scotland.gov.uk/publications 	3.6 A local report through the Integrated Children’s Services Plan is required. All local reports will be collated, analysed and shared with relevant groups. This will help us work with local Partnerships to develop a more robust measure of performance improvement.	3.6
	3.7 Suicide and self-harm rates among 10-24 year olds has reduced	3.7 as under 3.6 and “Choose Life” The national strategy and action plan to prevent suicide in Scotland (2003-06) www.scotland.gov.uk/publications	3.7 GROS Cause of death www.gro-scotland.gov.uk/statistics/library/03reference-tables/03reference-table6.html	
	3.8 The level and frequency of alcohol	3.8 and 3.9 Getting our priorities right www.scotland.gov.uk/publications/2003/02/16469/18705	3.8 <ul style="list-style-type: none"> • ISD: Scottish Schools Adolescence Lifestyle 	

	consumption has reduced among children and young people under 25		and Substance Use Survey (SALSUS) www.drugmisuse.isdscotland.org/publications/local/SALSUS04.pdf <ul style="list-style-type: none"> • WHO Health Behaviours of school-age children survey www.education.ed.ac.uk/cahru/publications/HBSCtechrep1.pdf 	
	3.9 The % of children and young people under 25 who are involved in substance misuse has reduced	Young People with, or at risk of developing problematic substance misuse www.scotland.gov.uk/publications/2004/10/201310/43974 Hidden Harm www.drugs.gov.uk The Scottish Executive Response to Hidden Harm www.scotland.gov.uk	3.9 As above	
4. ACHIEVING Children and young people have access to positive learning environments	4.1 i) The % of pre-school education centres that are rated as at least good on the following HMIE quality indicators: <ul style="list-style-type: none"> • Staff Interaction 	4.1 <ul style="list-style-type: none"> • The Curriculum Framework for children aged 3 to 5 www.ltscotland.org.uk/earlyyears/resources/publications/ltscotland/framechildren3to5.asp • HMIE Improving Scottish Education report 	4.1 <ul style="list-style-type: none"> • HMIE and Care Commission Joint Inspection reports • Joint Inspection reports on pre-school education centre http://www.hmie.gov.uk 	4.1 Pre-school quality indicators by education authority are available through HMIE. This will be developed to include this indicator.

<p>and opportunities to develop their skills, confidence and self-esteem to the fullest potential.</p>	<p>in Children's Learning</p> <ul style="list-style-type: none"> • Meeting Children's Needs <p>ii) A local target for developing the effectiveness of leadership in centres delivering pre-school education as a means of securing improvement towards very good and excellent ratings</p>	<p>http://www.hmie.gov.uk/ise/default.asp</p>	<ul style="list-style-type: none"> • www.hmie.gov.uk/stats 	
	<p>4.2 The % of the original S4 cohort who by the end of S6 have attained 5+ awards at SCQF levels 3,4, and 5 and 1+, 3+ and 5+ at SCQF level 6 respectively</p>	<p>4.2</p> <ul style="list-style-type: none"> • HGIOS. www.scotland.gov.uk/hmie The National Priorities are currently under review and the Schools and the relevant indicators here and throughout this annex may change as a consequence. • Schools Improvement Framework 	<p>4.2</p> <ul style="list-style-type: none"> • Assessment of achievement programme www.scotland.gov.uk/Publications/2005/03/20882/54925 • SQA Attainment and School Leaver Qualifications in Scotland: 2003/04 www.scotland.gov.uk/Publications/2005/04/04160342/03445 	

	<p>4.3 Young people in compulsory school education participate in enterprise in education activities on an annual basis</p>	<p>4.3 HMIE Quality Indicators for Determined to Succeed. www.scotland.gov.uk/hmie</p>		
	<p>4.4 The participation of school age children in leisure, cultural, learning and physical activities, outside the core curriculum has increased</p>	<p>4.4</p> <ul style="list-style-type: none"> • Let's Make Scotland More Active: A strategy for physical activity www.scotland.gov.uk/topics/health/introduction/activeschool 	<p>4.4</p> <ul style="list-style-type: none"> • Being Young in Scotland Survey measures participation in activities in school and out of school • SportsScotland Active Schools statistics. WHO health behaviours of school-age survey – Physical activity see 3.3 and 3.4 www.education.ed.ac.uk/cahru/publications/HBSCtechrep3.pdf • Scottish Health Survey – physical activity see 3.3 and 3.4 	<p>4.4</p> <ul style="list-style-type: none"> • SportsScotland (as yet unpublished) baseline data will include data on whether the target of 630 active schools co-ordinators and 32 active schools managers are in post by 2007 is achieved, and the number of activity sessions offered under the Active Schools initiative. • Cultural Co-ordinators in school http://www.scottisharts.org.uk/1/artsinscotland/education/development/culturalcoordinators.aspx Pilot phase ends 2006. The future vision proposes that cultural co-ordinators will play a central role in taking forward the 'escalator model', outlined in Scotland's Culture

				http://www.scotland.gov.uk/Publications/2006/01/18091052/12 , helping young people through cultural activity to realise their talents & achieve their full potential.
	4.5 All schools are health promoting	4.5 <ul style="list-style-type: none"> • www.healthpromotingschools.co.uk • Being Well-Doing Well www.healthpromotingschools.co.uk/Images/beingwelldoingwell_tcm4-121991.pdf <p>March 2005. Consultation underway: Arrangements for national accreditation of health promoting schools www.scotland.gov.uk/publications</p>	4.5 HMIE will report on this target as part of their inspection programme	
5. ACTIVE Children and young people are active with opportunities and encouragement to participate in play and recreation, including sport	5.1 The % of school age children who (a) say they enjoy the cultural, learning and sporting activities they take part in and (b) think there are sufficient opportunities to access these activities has increased	5.1 <ul style="list-style-type: none"> • Area's Community Plan/Community Learning Plan/Young People's Survey Let's Make Scotland more active www.scotland.gov.uk/library5/education/rgpe-00.asp • Scotland's culture http://www.scotland.gov.uk/publications/2006/01/18091052/12 • HGIOS www.hmie.gov.uk <p>Review of national planning guidance for open space to support physical and recreational activity is planned</p>	5.1 A local report through the Integrated Children's Services Plan is required. All local reports will be collated, analysed and shared with relevant groups. This will help us work with local Partnerships to develop a more robust measure of performance improvement. <ul style="list-style-type: none"> • Local School Inspections 	

		<p>following Minimum Standards for Open Space http://www.scotland.gov.uk/Publications/2005/07/18104215/42192</p> <ul style="list-style-type: none"> • Quality Indicators for Community Learning and Development www.scotland.gov.uk/hmie • Sport 21: A national strategy for sport in Scotland. 	<ul style="list-style-type: none"> • Sportscotland annual participation survey (Scottish Opinion Survey) 	
5.2 The % of parents of 0-5 year olds satisfied with access to outside play space has increased	5.2 Area's Community Plan		5.2 Growing Up in Scotland Survey (GUS)	
5.3 The % of young people who agree that there are good opportunities to participate in recreation activities has increased	5.3 <ul style="list-style-type: none"> • The area's young people survey/strategy • Implementation of the new planning guidance on open space and health. 		5.3 A local report through the Integrated Children's Services Plan is required. All local reports will be collated, analysed and shared with relevant groups. This will help us work with local Partnerships to develop a more robust measure of performance improvement.	
5.4 The % of those aged	5.4 As under 5.3		5.4 <ul style="list-style-type: none"> • Being Young in 	5.4 Sportscotland annual

	17-24 who take part in sport more than twice a week		Scotland Survey <ul style="list-style-type: none"> • Scottish Health Survey – physical activity see 3.3 and 3.4 	participation survey (Scottish Opinion Survey)
	5.5 By 2006, all schoolchildren should have had access to one year’s free music tuition by the time they reach Primary 6	5.5 Scottish Arts Council: Youth Music Initiative (YMI) Years 4 and 5 funding application and guidelines issued to local authorities. The purpose of these funds is to deliver this target and to improve overall the delivery of music services.	5.5 A local report through the Integrated Children’s Services Plan is required. All local reports will be collated, analysed and shared with relevant groups. This will help us work with local Partnerships to develop a more robust measure of performance improvement.	5.5 Youth Music Initiative: Beyond 2006 the ‘P6 target’ should be sustained and efforts continued to address barriers to participation, to build infrastructure necessary to sustain increased activity and improve quality of youth music provision.
6. RESPECTED AND RESPONSIBLE	6.1 The level of attendance at school has increased	6.1 <ul style="list-style-type: none"> • National Priorities in Education: Values and citizenship – teaching pupils respect for self and one another • Better Behaviour – Better Learning www.scotland.gov.uk/publications 	6.1 SE: Schools Management Information Systems	6.1 Local systems should reflect looked after children as a subset of this indicator.
	6.2 The number of young people volunteering has increased	6.2 <ul style="list-style-type: none"> • Guidance on Antisocial behaviour strategies www.antisocialbehavioursotland.com 	6.2 A local report through the Integrated Children’s Services Plan is required. All local reports will be collated, analysed and	6.2 Relevant data may become available in the Scottish Household Survey. To be confirmed.

			shared with relevant groups. This will help us work with local Partnerships to develop a more robust measure of performance improvement.	Being Young in Scotland Survey
	6.3 The number of persistent offenders has reduced	6.3 <ul style="list-style-type: none"> National Standards for Youth Justice www.scotland.gov.uk/library5/justice/nssyjs-00.asp Guidance on the Antisocial Behaviour etc (Scotland) Act 2005 including antisocial behaviour orders and intensive supervision monitoring support at www.antisocialbehaviourscotland.com 	6.3 <ul style="list-style-type: none"> SCRA statistics by local authority www.scotland.gov.uk/topics/statistics/16135/9729 	
7. INCLUDED Children, young people and their families have access to high quality services when required and are assisted to overcome the	7.1 A local target for getting parents into work by tackling childcare barriers in disadvantaged areas		7.1 A local report through the Integrated Children's Services Plan is required. All local reports will be collated, analysed and shared with relevant groups. This will help us work with local Partnerships to develop a more robust measure of performance improvement.	

<p>social, educational, physical, environmental and economic barriers that create inequality</p>				
	<p>7.2 The provision of affordable, accessible, quality childcare in a) nationally and b) low income households that meets parents' needs</p>	<p>7.2</p> <ul style="list-style-type: none"> Standards in Scotland's Schools Etc Act 2000. S. 34. Guidance on pre-school education Birth to 3. Supporting our youngest children. www.ltscotland.org.uk/earlyyears National Care Standards: Day care of Children www.carecommission.com 	<p>7.2 Parents Access to and Demand for Childcare in Scotland Survey (PADCS) www.scotland.gov.uk/library5/education/padcs.pdf</p>	<p>7.2 - PDACS national baseline data cannot be disaggregated to local authority level. We are considering whether we can add to the Scottish Household Survey</p> <p><i>PDACS data includes the % of parents of children aged 0-2 who state that their child currently receives their ideal childcare arrangements (83% in 2004)</i></p> <p><i>- % of parents of children aged 3-4 who state that their child currently receives their ideal childcare arrangements (81% in 2004)</i></p>

	<p>7.3 Out of school provision is available in every neighbourhood to parents who need it.</p>	<p>7.3 National Care Standards: Day care of Children www.carecommission.com</p>	<p>7.3</p> <ul style="list-style-type: none"> Local report/assessment of supply and demand. A local report through the Integrated Children's Plan. All local reports will be collated and analysed. We will work with local Partnerships to develop a more robust measure of Performance Improvement 	<p>7.3 Amendments to the Scottish Household Survey to ask parents of 5-14 whether they are satisfied with the availability of out of school provision are under consideration. Disaggregating this data to identify satisfaction of children with additional support needs will also be considered.</p>
	<p>7.4 The number and % of all looked after young people who have achieved SCQF level 3 or above in English and Maths has increased</p>	<p>7.4.</p> <ul style="list-style-type: none"> National Priorities for Education (no 3) www.scotland.gov.uk/publications Supporting Young People Leaving care in Scotland www.scotland.gov.uk/library5/education/syplc-00.asp HALL 4 18.04.05 www.scotland.gov.uk/publications/ Learning with Care Guidance. ISBN 1850986142. Published by Save the Children and Who Cares? Scotland How Good is Our School? www.scotland.gov.uk/hmie 	<p>7.4 Children Looked After Survey www.scotland.gov.uk/stats/bulletins/00369-00.asp</p>	

<p>7.5 The tariff score of the lowest attaining 20% of S4 pupils in the area has increased</p>	<p>7.5 as above and Closing the Opportunity Gap Target F www.scotland.gov.uk/Topics/People/Social-Inclusion/17415/targetf#top</p>	<p>7.5 Scottish Executive collect SQA data from: www.scotland.gov.uk/stats</p>	
<p>7.6 The % of 16-19 year olds moving to positive destinations including education, training and employment for (a) all (b) from low income families; (c) young carers and (d) looked after children has increased</p>	<p>7.6</p> <ul style="list-style-type: none"> • Closing the Opportunity Gap Targets B and G www.scotland.gov.uk/Topics/People/Social-Inclusion/17415/opportunity • Smart, Successful Scotland and Careers Scotland strategic priorities <ul style="list-style-type: none"> (i) Investing in the workforce of the future (ii) Reducing economic inactivity among young people (iii) Improving productivity through personal career planning www.careers-scotland.org.uk 	<p>7.6</p> <ul style="list-style-type: none"> • (a & b) The Scottish Labour Force Survey • (c) <i>Being Young in Scotland Survey</i>. NB small base size Due to be published in August • (d) Children Looked After Survey www.scotland.gov.uk/stats/bulletins/00369-00.asp • Destinations of Leavers from Scottish Schools Survey http://www.scotland.gov.uk/stats/bulletins/00380-00.asp 	

	<p>7.7 The number of young people leaving care and secure accommodation who sustain a tenancy for more than 6 months has increased.</p>	<p>7.7 Local Regeneration Outcome Agreements</p> <ul style="list-style-type: none"> Supporting Young People leaving care in Scotland www.scotland.gov.uk/library5/education/syplc-00.asp 	<p>7.7 Children Looked After Survey www.scotland.gov.uk/stats/bulletins/00369-00.asp</p>	
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End

