

THE TAYSIDE REGIONAL IMPROVEMENT COLLABORATIVE PLAN (PHASE 2) 2018

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



#Taycollab

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Phase one of the Tayside Regional Improvement Collaborative Plan was published in January 2018 with the support of the Strategic Group and the political leaders in each area. Phase two of this plan builds upon the success of phase one and will continue to evolve according to further analysis of data, plans, staff views and the views of partners and any further agreed guidance or legislation.

EXECUTIVE SUMMARY

Overview

- The Tayside Children's Services Collaborative is led by the Councils of Angus, Dundee City, and Perth & Kinross, with NHS Tayside. We work closely with our Community Planning Partnerships, engaging with the third sector, Police Scotland and other key partners.
- Whilst across Tayside we are making progress in our respective areas, evidence continues to suggest that there is more we can do. This desire to drive that improvement led to the development of our Tayside Collaborative.
- The clear focus of our Collaborative is to secure improved outcomes for all of Tayside's children and young people. It also reflects a commitment to the national approach, 'Getting it Right for Every Child', (GIRFEC), addressing the 'whole system' to improve outcomes and tackle inequality.
- A more formal 'Strategic Framework for Collaboration' has been established to create a clear process for this work and to ensure it retains a focus on tackling areas that will have the most impact on outcomes. As part of this, the Collaborative will:
 - Build the collective capacity and resilience of services.
 - Strengthen the approach to sharing expertise and providing challenge.
 - Reduce duplication of effort and ensure the best use of available resources.
- The work of the Collaborative is very much driven by evidence (national and local), and by the needs of communities across Tayside.
- At the heart of the work of the Collaborative is the shared Integrated Children's Services Plan (ICSP), the first of its kind which reaches across local authority boundaries and which was developed with our Health Board partners in NHS Tayside. The ICSP, itself developed in collaboration, illustrates the shared commitment and agreed priorities for strengthening families and improving the long-term life chances of all Tayside's children and young people.
- We recognise that the accountability for improvement remains with the local authorities as part of the regional collaborative and our duties to secure better outcomes for our poorest and most vulnerable children remain our focus. To add value best to what we do, we will use our collected and extended evidence to challenge ourselves and each other while maintaining local flexibility on planning and quality assurance.

Achievements to Date

The Collaborative has agreed a shared vision for securing better outcomes for children, as follows:

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

This vision is supported by the development of a more formal 'Strategic Framework for Collaboration' in order to focus efforts and support prioritisation. This is an ambitious agenda so it was important to be clear at the outset what the Collaborative wanted to achieve and to reach a shared agreement as to how they wanted to work together.

As part of this framework, a number of guiding principles have been agreed. These define the approach and illustrate what is important to the Collaborative and how we work together. The establishment of principles also provided a clear mechanism to embed improved outcomes for children as the key driver for collaboration at the outset. These guiding principles match with those agreed nationally in the report of the Joint Steering Group.

As mentioned earlier, at the heart of this framework is the first ever Tayside-wide Integrated Children's Services Plan (ICSP). It is the priorities identified within this Plan that are driving collaborative efforts. This plan was developed in Spring 2017 and reviewed in 2018.

These shared priorities focus on areas where, collectively, the Collaborative can have the most impact on the lives and longer-term life chances of Tayside's children. The five sets of priorities can be summarised under the following broad headings:

- 1. Pre-birth and Early Years**
- 2. Learning and Attainment**
- 3. Health and Well-Being**
- 4. Looked After Children, Care Leavers and Young Carers**
- 5. Safeguarding and Child Protection**

The framework also includes a set of delivery mechanisms which have been designed to deliver on the priorities of the Collaborative. Five priority groups have been established, each with its own action plan.

Five lead officials supported by strategic sponsors have been driving forward collaboration in these priority areas with pace of progress enhanced since the publication of the phase one of the Tayside Regional Improvement Collaborative (TRIC) Plan in January 2018.

The second set of priorities around 'learning and attainment' include a key priority to secure improvement in the education system. We are clear about the need to secure improvement in education outcomes, recognising the need to address attainment and inequality. Increased involvement of practitioners. Four workstreams within priority group 2 – the Tayside Learning and Attainment Group (TLAG) - were

originally identified in this area following collective self-evaluation and practitioners at all levels are now engaged in these areas. Two further areas of priority have been agreed as part of the review of progress of phase one of the plan.

New governance arrangements have also been developed to support the framework, including a new Strategic Group to oversee the delivery of the Collaborative. These governance arrangements are proving effective in supporting and challenging collaboration within and across priority areas.

All the work of the Collaborative is driven by achieving improvement on the five priorities of the ICSP.

The Collaborative recognise the scale of ambition and that this is complex and challenging work, but we are clear that it is essential if we are to secure change.

Flexibility and innovation are crucial to the Collaborative and there is recognition of the need to change ways of working in order to deliver on these commitments. This will mean that each core organisation of the Collaborative will need to support their people to work differently and to create not only the capacity within teams, but to foster a 'culture of collaboration'. Work is underway to plan an event for all members of priority groups to further enhance understanding of effective collaboration. Priority group leads meet regularly to share progress and evaluate the impact of the ICSP.

Communication of key messages has been essential to the progress of the collaboration so far with face to face updates to key stakeholders being enhanced by news bulletins and the development of a website. Two Tayside events for school leaders have been held to share practice and enhance understanding of planning contextual implementation of evidence-based practice.

The recent appointment of a TRIC officer will further enhance and support the work of the priority groups and ensure effective methodologies for planning, monitoring and communication.

Inevitably, this work will highlight the need for difficult decisions to be made at different stages throughout the process. It will be important to consider how decisions are made and our approach to dispute resolution. The governance structure provides the framework within any such disputes would be resolved, seeking always to find a solution at the earliest opportunity.

CHAPTER ONE - Introduction

The Background to Collaboration in Tayside

Phase one of the TRIC summarised public sector reform, the evolving national context and the influence of these on developing effective cross-organisation collaboration in Tayside. This context continues to provide the foundations for regional collaboration involving Angus, Dundee and Perth and Kinross Councils, NHS Tayside and our partners. Close working continues with our Community Planning Partnerships, engaging with the third sector, Police Scotland and other key partners.

We are building on a history of working together in partnership. Whilst we were all making progress in our respective areas, evidence suggested there was more we could do. There was therefore a shared ambition from all partners to do more. There was also a clear desire that this collaboration should be different from the previous regional structure that had operated in Tayside and also that it should go beyond ad hoc partnership work.

Our strong desire to drive improvement and to accelerate progress led to the development of the Children's Services Collaborative, with a shared ambition to transform services to secure better outcomes for children, young people and their families.

In practice, our collaboration to date has ranged from:

- Informal networks and alliances where colleagues decide to work together to share practice and ideas on specific issues;
- Working in partnership to deliver specific projects or initiatives.

In addition we are beginning to explore the possibility of models which can result in the full integration of services.

Our approach to collaboration continues to be rooted in our analysis of research and as such includes the following features:

- Clear focus on outcomes.
- Clearly articulated shared purpose.
- Transparency, trust and honesty.
- Commitment to and capacity for peer review.
- Commitment to continuously improving practice and systems over the long term.
- A plan to move from collaboration to co-responsibility or a position of shared professional accountability.
- Engagement in the wider context and 'communities of interest'.
- Driven by scrutiny and support from others, on a local, regional and national level.

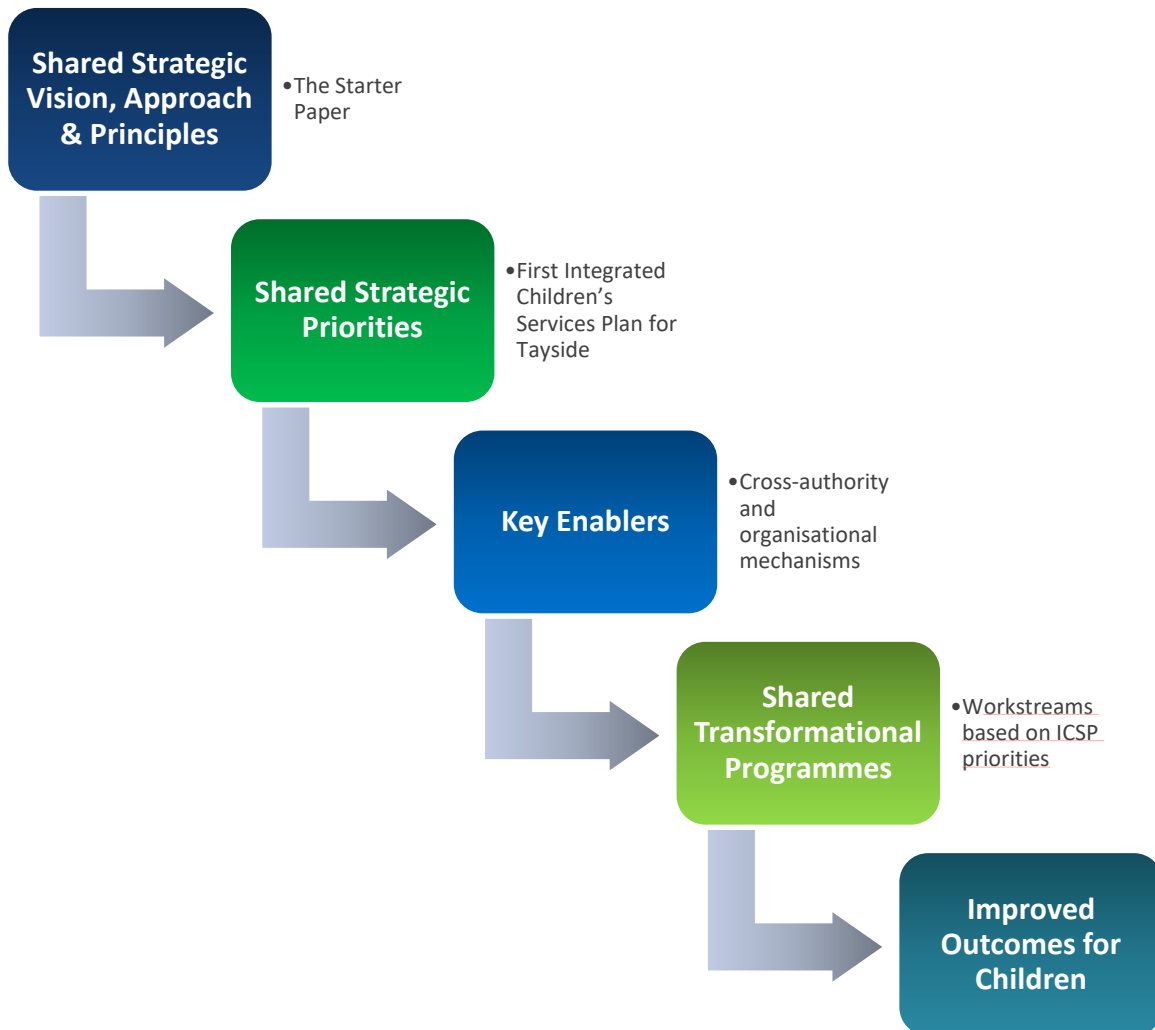
Our phase one plan illustrated our steps to regional collaboration which were built on our experience and shared ambition. It summarised the key decisions and stages of developing collaboration in Tayside. This started with defining our vision and highlighted the principles and the range of ways in which we would develop our collaboration. Between January and September 2018 we have delivered on our

intention to develop increased collaborative practice whilst ensuring that we maintain focus and accountability. Our phase two plan takes stock of this progress and outlines our further agreed improvement activity.

CHAPTER TWO – The Strategic Framework

A Step by Step Delivery of the Model

Our approach continues as it started, with a focus on Intergrated Children's Services Planning ensuring a holistic and partnership approach to improving outcomes for children and their families. The overarching Strategic Framework for the Collaborative is shown in the following diagram.



Our Five Priorities

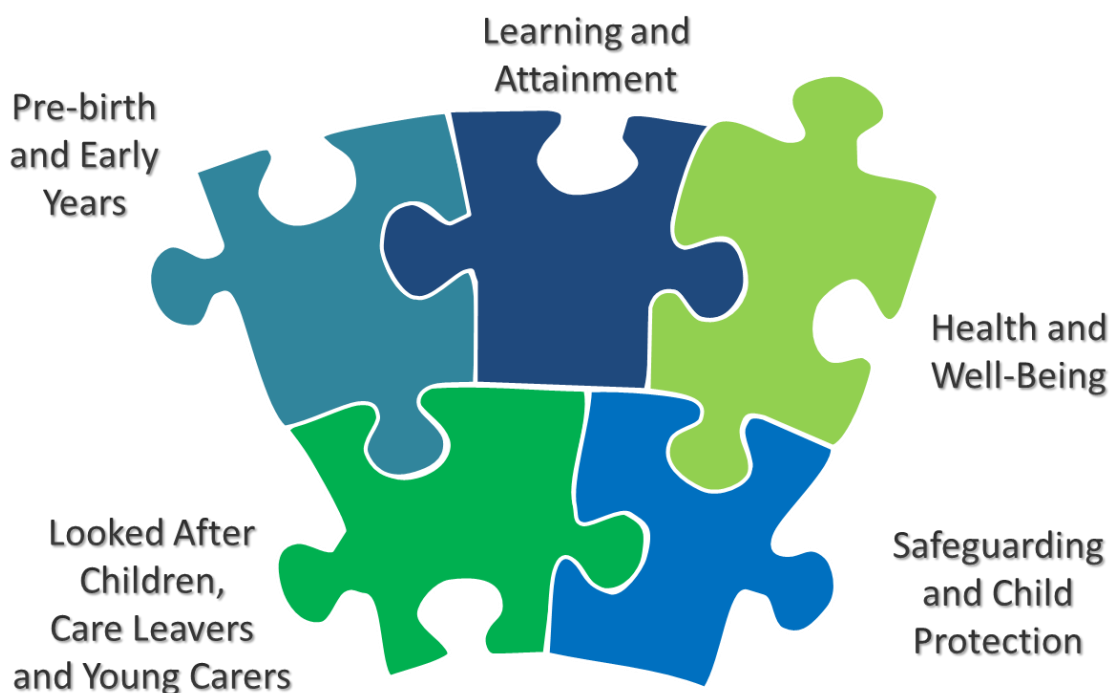
By considering all of the evidence available to us about the various matters affecting our children, young people and families, each of which can have a marked impact on their lives and their longer-term life chances, we agreed five priorities.

These priorities are underpinned by key policies, such as Getting It Right For Every Child and the consistent implementation of the Named Person and providing the right help at the right time; Curriculum for Excellence and Developing the Young Workforce.

We believe that addressing these priorities will help realise our shared vision for children, young people and families and make Tayside the best place in Scotland to grow up.

Our five priorities have informed a range of actions, some of which involve a continued focus on using existing services to achieve better outcomes in the short to medium term.

Other actions are more long-term, in that they initially involve the development of clear and consistent multi-agency strategies within which better decisions about the type and range of services to be delivered can be made.



All the work of the Collaborative is driven by achieving improvement on these five broad priorities of the ICSP and the success of the Collaborative will be evaluated against the impact on those priority outcomes. The challenge will therefore be to ensure that all initiatives within the Collaborative directly deliver for or influence those priorities leading to improved outcomes.

Key Enablers

In terms of taking the work on these priorities forward, there are a number of 'key enablers' that support teams to make progress. For example:

Political leadership

Collaborative leadership & organisational challenge

Cross-authority working:

- Strategic/ Joint Commissioning
- Shared Service Standards
- Capital Investment (including estate and asset review eg in the context of ELCC initially)
- Evaluation & Continuous Improvement
- Learning & Workforce Development (e.g. shared recruitment and virtual training hub, shared performance standards)
- Shared Engagement & Participation
- Data Analysis, Shared Systems and Common Approaches (e.g. assessment processes)
- IT/ Digital Development
- Shared position/ voice on national issues and a 'test bed' for ideas

Political leadership for this type of work is essential. Having considered practice, many involved in developing collaboration have cited an inability to secure and maintain support of leaders as being a significant factor in the demise of some collaborative working between authorities. Tayside has seen strong support from its political Leaders and Children Services' Convenors.

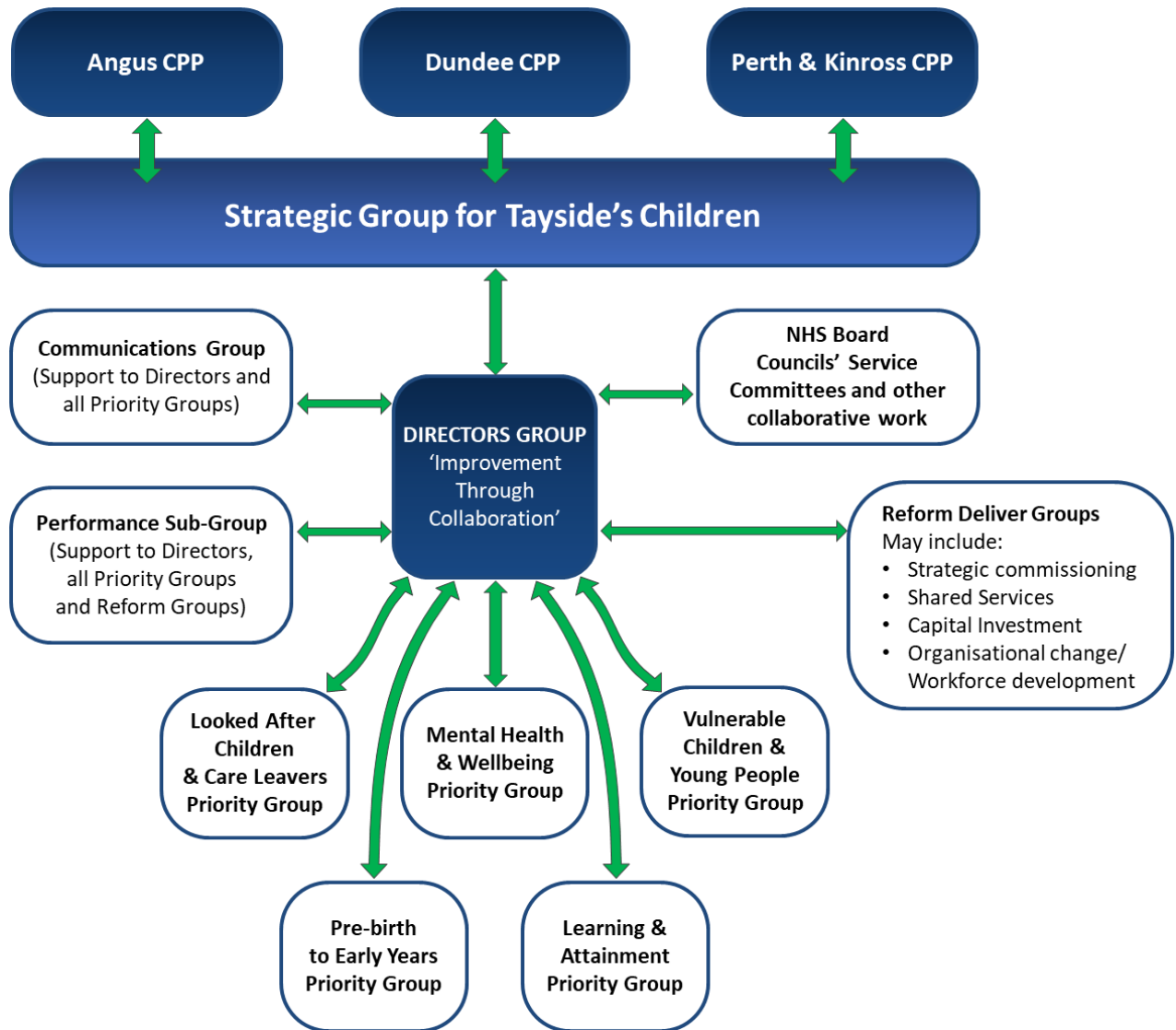
Collaborative leadership and organisational change have also been highlighted as a priority by Tayside. This was clearly set out in our 'Starter Paper' where it referred to a commitment to a 'collaborative culture and behaviour', based on trust, fairness, openness, no-blame, honesty and transparency. It also stressed the need to be willing to change and adapt to new ways of working in order to achieve the collective position. Work is underway to consider how to support teams to create a 'culture of collaboration' and ensuring that this permeates through all levels within each organisation.

Cross-authority working will provide a strong platform for the transformational programmes that need to operate at service level. This work will remove any barriers and agree approaches and criteria so that the teams working on the ICSP priorities are able to make good progress.

Further detail on the actual delivery mechanisms for both the ICSP priorities and the 'Key Enablers' is given in the following chapter.

CHAPTER THREE – Governance Arrangements & Delivery Mechanisms

This chapter sets out those mechanisms within the context of our Collaborative governance arrangements, as shown in the following diagram:



Further detail on the purpose and role of each group within those new governance arrangements follows.

Strategic Group

Purpose

- To hold the vision of the Collaborative.
- To lead the ambition to succeed at scale.
- To facilitate the context for committed collaborative operations.
- To ensure the success of the priorities in the Tayside Integrated Children's Service Plan (ICSP).

Reporting

The Strategic Group will receive reports on the Collaborative from the Directors' Group. This will cover progress across the five ICSP Priority Groups and the Reform Delivery Groups, (supported by the Performance Sub-Group).

All the Community Planning Partnerships will continue to be accountable for the delivery of the ICSP at a local level and so each authority will need to continue to ensure effective dialogue with that wider network at a local level.

Membership

Core Members: Chief Executives of Angus, Dundee, Perth & Kinross, NHS Tayside, Police Scotland, the Scottish Fire & Rescue Service and the Third Sector. The Integrated Joint Boards and the Chief Social Work Officers are also represented in this group.

Directors' Group

Purpose

- To provide clarity and direction to the teams delivering on the Collaborative, ensuring a shared focus on improved outcomes for Tayside's children; this group will work both as a collective leadership team, as well as assigned individual 'Senior Sponsor' roles for each ICSP priority.
- To review and agree proposals from the ICSP Priority Groups and the Reform Delivery Groups regarding prioritisation and delivery, ensuring that the agreement of all partners has been secured.
- To share key developments in their own areas of responsibility and consider opportunities for collaborative working where this will drive improvement on outcomes.
- To support and challenge each other on all key decisions that impact on delivery and outcomes for children in Tayside.
- To ensure effective engagement with wider collaborative work within and across the Councils, the NHS and other key partners.
- To evaluate the overall performance and effectiveness of the Collaborative in driving improvement.

Reporting

This group reports to the Strategic Group. It receives reports from the ICSP Priority Groups and from the Reform Delivery Groups, supported by the Performance Sub-Group. It is also supported by the Communications Groups (as required).

Membership

This group comprises the relevant Director with responsibility for Children's Services from each Local Authority and from NHS Tayside. The Regional ALO from Education Scotland and Regional link from the Care Inspectorate are members of this group. The group can also include a representative for the Chief Social Work Officers if required.

Communications Group

This group has been established (with a representative from each Council and from NHS Tayside), and an initial plan has been developed. Its remit includes both internal and external communications including the development of a shared website and it makes the link to wider 'change programmes' and organisational development work.

It works closely with the ICSP Priority Groups and is available to support the Directors' Group and the Strategic Group as required. Each representative is linked to the Senior Sponsor within their respective organisation.

Performance and Data Analysis Sub-Group

This group reports to the Directors' Group and provides co-ordination and programming support to the ICSP Priority Groups and the Delivery Reform Groups. Membership includes representatives from each organisation and work is driven by the specific needs of the groups, in addition to national developments relevant to the regional level.

ICSP Priority Groups

ICSP Priority Groups: (to operate for the 'life' of Plan)

- Group 1: Pre-Birth and Early Years
- Group 2: Learning and Attainment
- Group 3: Health and Well-Being
- Group 4: Looked After Children, Care Leavers and Young Carers
- Group 5: Safeguarding and Child Protection

Purpose

- To identify and develop priorities for collaboration.
- To be driven by the strategic vision, ICSP priorities and required outcomes.
- To do so in a way that enables progress to be collectively tracked.

Reporting

- Each group has an assigned a 'Senior Sponsor' to confirm the vision and provide ongoing challenge and support to the group.
- Each group will have an identified 'lead official' who is responsible for the work of that group, on behalf of all four organisations of the Collaborative. Lead officials meet regularly to ensure that plans are coherent.
- The work of each group is reported to the Directors' Group via the Senior Sponsor and the lead official. They will also be supported by the Performance Sub-Group who will take on a co-ordination support role.
- Each group will draw on the work of the Delivery Reform Groups as required (see later section).

Reform Delivery Groups

Purpose

These groups will be time-limited as they are focused on developing the mechanisms which will support collaboration, rather than directly delivering collaboration.

Reporting

As with the ICSP Priority Groups, they will report directly to the Directors' Group, with support by the Performance Sub-Group who will take on a monitoring and co-ordination support role.

Key Activities

The nature of each group will vary considerably in the nature of the task and their timing. One early priority was identified:

- Strategic/ Joint Commissioning Group (building on existing group activity).

CHAPTER FOUR – Progress Report & Next Steps for Priorities 1, 3, 4 and 5

Priority 1 – Our children will have the best start in life, they will be cared for and supported to learn in nurturing environments

What we will do to ensure children get the best start in life in Tayside:

- Provide targeted multi agency support to families to ensure children aged 0-5 years reach their developmental milestones
- Deliver a new Health Visiting Pathway and expand the Family Nurse Partnership Programme
- Deliver on the 5 ambitions of Ready to Act, the National Allied Health Professional (AHP) transformational plan
- Develop and implement an evidence-based Tayside parenting strategy in partnership with Health and Social Care and other appropriate partnerships
- Develop and deliver high quality, flexible early learning and childcare provision

What we have achieved:

The Pre-Birth and Early Years group has met every six weeks, and has worked with a number of sub groups to develop detailed action plans to take forward the following strategic priorities:

- Implement Best Start – Maternity and Neonatal Care
- Implement the Universal Pathway for Health Visiting across Tayside
- Expand the Family Nurse Partnership Programme to mothers who meet an extended eligibility criteria
- Implement Joint work with CELCIS, PKC and NHS in Addressing neglect and enhancing wellbeing, - pre-birth and into the first year of life
- Implement “Ready to Act”
- Develop and Tayside Parenting Strategy (overseen by Priority Group 3)
- Develop and deliver high quality, flexible early learning and childcare provision.

It is recognised that within the pre-birth and early years group there are four national transformation programmes:

- Best Start - Maternity and Neonatal Care
- Universal Pathway for Health Visiting
- Ready to Act – Allied health Professionals
- Expansion of 1140 hours of Early Learning and Childcare

All of these programmes are nationally driven, and have targets to meet over the next 3 to 5 years before they will be fully implemented. The focus for our first year has been to work towards implementation, and look for areas which support collaborative working practice. It is recognised that there is significant changes for the workforce and for communities in terms of culture, systems and practice, and the requirement to grow the workforce to meet the demand.

There are also two locally driven transformation projects:

- Extension of the Family Nurse Partnership to first time mothers aged 20-24 who meet the eligibility criteria
- CELCIS, PKC and NHS joint working on addressing neglect and enhancing wellbeing pre-birth and in the first year of life.

Over the past year, the group have refined and focussed on the key areas for development within large scale transformation projects, and there is now a clearer, shared focus on what actions need to be taken to improve outcomes across Tayside. With each of the main action areas, the following key achievements have been noted:

- Collaboration between maternal and infant nutrition team, family nurses and health visitors on increasing both initiation and continuation of breastfeeding has been assessed and awarded the UNICEF Baby Friendly Gold Community Award.
- Four workstreams have been developed to take forward implementation of the Best Start Programme.
- Collaboration with University of Dundee Angus RCM Award – women's feedback in relationship care.
- Infant feeding assistant has been agreed to support women in hospital.
- Perinatal Mental Health Midwife has been recruited to support this area of need.
- The universal health visiting pathway was implemented in May 2017, and the milestones to increase and sustain the workforce has been achieved
- The CELCIS project has completed the scoping phase and has identified a transformation zone in South/West Perth and Kinross
- Family Nurse Partnership has been extended to almost 100 women who met the criteria
- A comprehensive range of training and improvement programmes have been undertaken by AHP staff, to build capacity, change thinking and practice and support the use of improvement methodology. A package of training and support for early years practitioners across all agencies has also been developed to support evidence based key messages on early language development with parents and carers.
- A number of specific projects to support early literacy is being undertaken in all three local authority areas in collaboration with nurseries.
- Comprehensive consultation has taken place to support the development of a Tayside Parenting Strategy.
- The Tayside group of Early Years teams successfully delivered their expansion plan for the delivery of 1140 hours of Early Learning and Childcare to the Scottish Government and received confirmation of funding for implementation of the programme by 2020.

Whilst there are different models of delivery suited to the demographic and geographical needs of each area, the ELCC workstream is focussed on providing a consistent approach across Tayside, and are collaborating on four key areas:

- Quality Assurance
- Workforce expansion and development
- Partnerships including childminders
- Policy Development

In summary, greater collaboration and consistent approaches of service delivery and practice has been achieved in year one, and this will continue to be a focus of next year.

Our performance data is illustrated below:

Note that whilst the previous year's figures are generally shown for comparison, a longer time series of information is required to establish any trends in performance/ outcomes.

| Indicator | Latest year (previous year/ baseline) | Angus | Dundee | Perth & Kinross | Improvement direction ¹ |
|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------|------------------------------------|
| Children reaching all of their developmental milestones at the time of their 27-30 months Child Health Review to at least 85% | | Not reported as this year as seen a change in a recording a new domain – figures are not comparable. Alternative indicator used below | | | ↑ |
| % of children with at least one developmental concern recorded at 27-30 months Child Health Review | | 21% (21%) | 22% (21%) | 19% (19%) | ↓ |
| Speech, language and communication – % of children with no concerns identified at 27-30 months Child Health Review | | 80% (82%) | 81% (82%) | 82% (83%) | ↑ |
| % of 2 year olds children who have accessed early learning and childcare provision | | | 22% | 10% | ↑ |
| % of 3 and 4 year old children who have accessed early learning and childcare provision | | | 93% | 97% | ↑ |

Next Steps:

- Build relationship based practice across the early years workforce by embedding the Solihull approach in NHS, education, children and families and third sector partners.
- Focus on a greater level of support for maternal health within maternity services
- Develop a Test of Change in the impact of a Welfare worker on the outcomes for women within the FNP programme in Perth and Kinross
- Reduce the number of women requiring to be engaged in the Unborn baby protocol
- Implement the plan for the CELCIS project to build relationship based practice and community resilience to better support pregnant women and their families
- Test model of maternity Hub in Lochee
- Collate data on the impact of the implementation of the Universal pathway for Health Visiting on children and families to support improved outcomes
- Continue to deliver “ Ready to Act ” transformation programme
- Consider how to collaborate on improving early language skills in children aged 0-3, particularly those at risk of not meeting their developmental milestones
- Implement the expansion plans for the delivery of 1140 hours of ELCC across Tayside, and deepen collaboration on high quality service delivery
- Work with Education Scotland and Care Inspectorate to further develop leadership skills and capacity in self -evaluation as it relates to the ELC National Standard and Care Standards

- Assess the extent to which the expansion from 600 hours to 1140 hours has improved outcomes for children particularly those at risk of disadvantage between 2 and 5, and their parents' ability to work, train or study.
- Further develop performance measures and data across all areas of activity to support evidence based practice, and to support improvement activity.

Barriers to Progress:

A consistent barrier across all agencies has been the collation of data to support improvement, and the capacity of agencies and practitioners to use improvement methodology to demonstrate the effectiveness of interventions. This is being addressed through joint working with the data team, and with the CYPIC advisor.

Recruitment of trained staff is a challenge for maternity services, health visiting and early years education services due to the expansion of national programmes. Workforce expansion and development programmes are in place across all areas, including Allied health Professionals who are developing new and better ways of working to ensure that they can meet the demands of an increasing need for their services.

Priority 3 - Our children and young people will be physically, mentally and emotionally healthy

What we will do to promote good physical, mental and emotional health for children:

- Develop and implement a Tayside multi-agency framework to prevent and address early initiation into substance misuse
- Develop and implement a Tayside Mental Health Strategy for children and young people to ensure a focus on prevention, early identification and support
- Implement the Pregnancy and Parenthood in Young People Strategy (PPYP) alongside work to reduce teenage pregnancy and support to young parents
- Develop a Tayside strategy to improve Child Healthy Weight
- Develop and implement, in partnership, an evidence based Tayside parenting strategy

What we have achieved:

In the past 12 months, a well-functioning Tayside Health & Wellbeing Priority Group (HWPG) has been established, which meets on a bi-monthly basis to drive forward, support and monitor progress towards achieving the above 5 actions and which has an engaged and committed membership from across the 3 Local Authorities, the Third Sector and NHS Tayside.

The Tayside HWPG has initiated and supported the establishment of multi-agency Task & Finish Groups, each led by a HWPG member, for 3 of the above 5 actions. A further action is being progressed by a recently established multi-agency Short Life Working Group and the remaining area for action, in its exploration phase, is currently being led by an NHS Tayside consultant.

Achievements towards delivering on the HWPG actions include:

- Production of a draft Tayside Parenting strategy which has recently completed consultation processes with practitioners and families
- An agreed Tayside partnership approach to implementing the national PPYP strategy, with a clear lead for this work and key agency/service reps accountable for the necessary actions; to build on the progress already commenced in this area in Tayside
- Securing joint leads, from NHS Tayside and a Local Authority to drive the work required to progress a Tayside mental health strategy, and the successful delivery of a planning workshop with a wide range of key stakeholders to produce a driver diagram for the progress of this work
- Planning of a pan-Tayside child healthy weight event for practitioners, leaders and community members; to inform, shape and lead to the co-production of a Tayside child healthy weight strategy
- Successfully securing Tayside's joint Alcohol & Drug Partnership (ADP) Lead Officer as lead for the Substance Use Prevention framework Task & Finish group

Additional achievements worth noting include:

- The direct involvement and support from the Scottish Government (CYPIC) national improvement adviser to all 5 areas for action for the Tayside HWPG
- Early connections made and relationships developed with the three Tayside Health & Social Care Partnerships (HSCP) to ensure policy developments are aligned and to enable improve transitions for children, young people and families
- Effective support and open communication with the identified 'Senior Sponsor' for the Tayside HWPG; the Director of Operations, NHS Tayside

Our performance data is illustrated below:

| Indicator: Latest year (previous year/ baseline) | Angus | Dundee | Perth & Kinross | Improvement direction |
|----------------------------------------------------------------------------------------------|-----------|-----------|-----------------|-----------------------|
| % of children with a BMI in a healthy weight (clinical) category at P1 review | 84% (86%) | 85% (83%) | 79% (84%) | ↑ |
| rate per 1,000 of teenagers conceiving (under 20 years) | 31 (29) | 52 (51) | 24 (30) | ↓ |
| % of P7 pupils with no obvious dental disease | 81% (67%) | 74% (65%) | 83% (74%) | ↑ |
| Households with children or pregnant women in temporary accommodation, per 10,000 households | 0.9 (1.9) | 9.1 (8.5) | 3.1 (6.7) | ↓ |
| Number of children in temporary accommodation per 10,000 | 7 (14) | 67 (53) | 18 (34) | ↓ |

Early barriers in the Tayside HWPG's formation and activity, related to mental health strategy leads and identification and involvement of key partners have been overcome. The challenges faced by HWPG and Task & Finish Group members in relation to capacity and time are acknowledged, however, a focus on both investing now for greater future gain and on the opportunity to align mutually reinforcing new strategies to improve health and wellbeing outcomes for children is evidently helping to balance the challenge.

Next Steps:

Moving forward, the Tayside HWPG will continue to lead and support the work of the, multi-agency Task and Finish Groups and key individual leads, in order to achieve strategy development and implementation within the identified timescales.

In addition, HWPG members will be reviewing existing outcomes measures within the Tayside Plan for Children, Young People & Families 2017-2020, commencing with dental health measure in August 2018, and identifying relevant refined and/or additional measures. This work will be undertaken in conjunction with Tayside Plan Data Group members.

The HWPG will also be developing links and working with the Tayside Plan Commissioning Group members to inform, and be informed on, future commissioning activity related to the new health & wellbeing strategies being developed and, in time, implemented.

Priority 4 - Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

What we will do to support children and young people experiencing disadvantage:

- Informed by the work of Fairness Commissions, work together to reduce the impact of poverty on our children, young people and families.
- Develop and implement a Corporate Parenting Strategy which pro-actively and systematically addresses the needs of Looked After Children and Care Leavers
- Ensure Looked After Children and Care Leavers are fully involved in decisions about their care and influence service delivery
- Ensure Young Carers are identified, provided with support, and assisted to manage appropriate caring responsibilities
- Ensure children and young people with complex and enduring needs experience high quality care and support and are included within their local communities
- Ensure children and young people with complex and enduring needs receive timely, effective support in their transition into adulthood
- Ensure that children and young people who have offended receive appropriate child-centred support which reduces the risk of re-offending

Our performance data is illustrated below:

| Indicator: Latest year (previous year/ baseline) | Angus | Dundee | Perth & Kinross | Improvement direction |
|----------------------------------------------------------------------------------------|-----------|---------------|-----------------|-----------------------|
| % of children and young people placed in family based placements | 92% (91%) | 89% (90%) | 92% (94%) | ↑ |
| % of openings lost to exclusions during academic year for looked after children | | 0.23% (0.39%) | 0.21% (0.34%) | ↓ |
| % of looked after children in positive destinations post school | 79% (70%) | 84% (85%) | 82% (83%) | ↑ |
| % of looked after school leavers gaining Literacy & numeracy at SCQF level 4 or better | 46% (44%) | 40% (58%) | 71% (48%) | ↑ |

Corporate Parenting- In the last 12 months, partners in the 3 Local Authority areas have developed Corporate Parenting Plans designed to promote the 8 outcomes for Looked After Children and Care Leavers outlined in the Children and Young People (Scotland) Act 2014. In addition to general health and wellbeing, this includes a focus on required improvements in school attendance, exclusions, attainment and positive destinations. Building on this, partners have also informed the provision of additional Scottish Government funding to build capacity for care experienced children and are presently collaborating to target this at areas of greatest need.

In order to improve permanence planning processes, a joint family placement quality assurance post was established between Angus and Dundee. Building on this, all 3 local authority areas jointly carried out an options appraisal on approaches towards developing and reviewing effective Child's Plan's for all Looked After Children. Options being considered include the development of a single regional service or the development of a consistent approach across the area, the outcome of which will progressed over the next 12 months.

Partners are also developing a single strategy for engagement and participation with Looked After Children and Care Leavers. The parameters of the strategy have been agreed and will include the shared development of approaches which reflect the age, stage of development and interests of individual and/or groups of children and young people. Crucially, the strategy will involve mechanisms to ensure that their views are systematically obtained and routinely inform both day-to-day practice and the longer-term design, delivery and development of services.

Young Carers - Each Local Authority area has now developed a Carers Strategy which outline processes to improve the identification, assessment and support of Young Carers. This is already starting to lead to increases in the numbers of known Young Carers and the provision of support which ranges from advice and guidance to more intensive packages where this is required. Going forwards, partners have committed to the development of a shared performance framework and a shared approach towards short-breaks.

Complex and Enduring Needs - In the last 12 months, partners have coordinated the development of a number of shared strategies relating to accessibility, speech and language therapy and mediation. This work has had a particular focus on improving the inclusion of children and young people and over the next 12 months will be supported by associated training and workforce development. Going forwards, partners have also committed to the development of a single autism strategy.

Young People Who Have Offended - Partners work in this area has initially focused on the development of shared approaches towards risk assessment through the regional use of the same tool and joint workforce development. This includes both generic risk assessments and assessments of those young people who have been identified as being at risk of causing significant harm. Going forwards, partners have committed to a consistent approach towards Early and Effective Identification and Diversion from Prosecution processes and responding to specific crime trends or associated issues, such as internet crime and substance misuse.

Next Steps:

Collectively, these actions appear to be contributing towards some reductions in inequalities in these priority groups. There have been marked improvements in the number of school exclusions across all three Local Authority areas. However, as our performance framework illustrates, partners still need to consistently focus on improving attainment levels and positive destinations of care experienced children and young people in particular. Over the next 12 months, our priorities will therefore involve:

- Targeted use of additional funding for Looked After Children and Care Leavers
- Implementation, monitoring and review of an agreed approach towards the quality assurance of care experienced children and young people's plans
- The development and implementation of a shared engagement and participation strategy
- The development of a shared approach towards short-breaks and a performance framework relating to Young Carers
- A shared focus on the inclusion of children and young people with complex and enduring needs and an autism strategy
- Consistent approaches towards risk assessments, prevention/early intervention and priority crimes for young people who have offended

Priority 5 - Our children and young people will be safe and protected from abuse at home, school and in the community

What we will do to keep children safe:

- Our approach to protecting children and young people will be integrated and focused on early intervention, immediate action and effective intervention to remove and reduce the risk of significant harm

Multi-agency partnership-working to protect children and young people predates the creation of the Tayside Plan for Children, Young People and Families 2017-2020. This can be demonstrated by longstanding commitment by the three Child Protection Committees (CPCs) to sharing practice and to pooling resources e.g. for workforce development. Network meetings including Tayside CPC Lead Officers; Learning and Development Officers; and the Central and North East Child Protection Committees Consortium had already provided opportunities for joint working.

Priority group 5 was established in September 2017 and quickly identified opportunities to add further value by prioritising a collaborative approach to a number of common key areas which already featured within CPC improvement plans. The initial focus of priority group 5 is to ensure incremental improvements to result in consistent high quality child protection practices across the collaborative. It is envisaged that this will provide a more solid foundation for larger scale change and moving towards greater sharing of resources and integrated models of delivery over the life time of the plan. A delivery plan is supported by Action Groups with representation sufficient to implement improvement across agencies forming the collaborative and a clear remit to achieve step change in key areas

which are notoriously complex and problematic both locally and nationally. Taking time to connect through regular meetings and developing shared understandings of similarities or variations is building stronger partnership working. Monitoring progress systematically is identifying barriers and inhibitors to achieving best practice and stimulating collaborative solutions.

What we have achieved:

- The group has an assigned Senior Sponsor to confirm the vision and provide ongoing challenge and support to the group. (DCI Graham Binnie)
- The group has an identified Lead Officer who is responsible for the work of that group, on behalf of all four organisations of the Collaborative. (Jacquie Pepper)
- The work of each group is reported to the Directors' Group via the Senior Sponsor and the Lead Officer.
- The Chairs of the Child Protection Committees are responsible for ensuring that the work of the group is reported to each of the three Child Protection Committees and Chief Officers Groups in order that they are informed and able to comment, inform and influence.
- Good progress is being made and we are on target for new suite of guidance by end of December 2018. The group has recognised that this is more than the production of written guidance and that there needs to be culture and practice change. Multi-agency staff groups across Tayside are informing the new guidance, practice direction and associated workforce development.
- A Consultant Paediatrician from NHS Tayside has joined the group and will also contribute to the IRD Action Group. They will lead on the revision of the Tayside Protocol for conducting Joint Paediatric Forensic Medical Examinations ensuring that the planned improvements for IRDs and all new guidance will dovetail and ensure robust decision-making for medical assessment/examination.
- Recognition that Dundee and Perth and Kinross are taking forward improvements aimed at meeting unmet need; addressing neglect and enhancing wellbeing in partnership with CELCIS. Recognition that Angus is taking forward work on tackling Neglect and the Graded Care Profile. There is a desire to share learning from each across the Tayside.
- The Tayside Child Protection Learning and Development Group is arranging a Tayside-wide Shared Learning Event aimed at 200 Operational Managers and Practitioners on 16 November 2018. Event will be funded from the Tayside Joint Child Protection Learning & Development Budget and planned in partnership with CELCIS and the Improvement Leads in Dundee and Perth and Kinross. Entitled "Connect with Neglect" the event will make connections between research and practice.
- Exploring opportunities to involve local children and young people in developing cyber security; personal safety; CSE awareness and explore the potential to work with experts at Abertay University. Initial mapping and scoping exercise about current programmes aimed at keeping children safe online carried out by 3rd sector reps across all three local authority areas and being extended to FE colleges.
- Considering a target vulnerable group – (Children a learning disability; children not in school; or younger children. Making links with CPC Child Sexual Exploitation Work Plans. Exploring research and development opportunities with Abertay and potential for shared funding of a Graduate / Post Graduate Student being explored. Action Group membership to be revised to reflect the expertise required.

- Mapping of existing processes across the three CPC areas underway to be followed by researching practice by Chairs of Child Protection Case Conferences. Once Complete group will identify a few key areas for implementation across Tayside. Potential for joint commissioning of advocacy services will now be explored.
- Scottish Government/CELCIS/Care Inspectorate consulted with CPCs on a Shared Dataset nationally. The three Tayside CPCs have contributed to the development of a North and Central CPC Consortium to produce a shared dataset. Tayside CPCs have pre-existing CPC Datasets which have been collated and will use this along with new Care Inspectorate Inspection Model for CP and LAAC. Meaningful qualitative key performance measures in keeping with the Tayside Plan will be agreed September 2018.
- Tayside Chronology Action Group established with a remit to review the existing Tayside Chronology Guidance and Template and to make the necessary changes to ensure consistency and promote quality assurance. Membership includes education and social work representatives across all three local authorities. On target to produce revised guidance by October 2018 and implemented thereafter via a Tayside-wide multi-agency workforce learning development plan.
- Updating guidance for Chief Officers Groups
- Draft updated national guidance shared and considered at the Child Protection Leadership Event in April 2018 – Angus, Dundee and P & K Chief Officers, CPC Chairs and CSWOs took part in workshop and explored implications. PG5 Lead Officer and CPC Chairs will plan an event involving all Chief Officers and CPC members across Tayside to take forward joint agreement about guidance for COGs and CPCs.
- ICRs and SCRs – Sharing learning across Tayside
- PG5 has agreed a First Paper – Analysis of Child Protection Initial and Significant Case Reviews undertaken across Tayside from January 2016 and comparison to national trends. Proposal to share at a Tayside Child/Public Protection event involving Chief Officers Groups and CPCs.
- Tayside Workforce Development Plan for child protection across Tayside
- Tayside Child Protection Learning and Development Group Work Plan 2018 – 2020 published June 2018 and includes Tayside Inter-Agency Learning and Development for IRDs, Chronologies and the Shared Learning Event: Connect with Neglect. Regular Joint Meetings planned for Tayside Child Protection Lead Officers and Learning and Development Officer to ensure plan is resourced and implemented.

Our performance data is illustrated below:

| Indicator: Latest year (previous year/ baseline) | Angus | Dundee | Perth & Kinross | Improvement direction |
|-------------------------------------------------------------------------|-----------|-----------|-----------------|-----------------------|
| Emergency admissions from Unintentional Injuries for children aged 0-15 | 145 (154) | 213 (229) | 140 (202) | ↓ |

Next Steps:

There will be a review of the priority group 5 delivery plan before the end of 2018 and a focus on ensuring that the work is moving towards greater sharing of resources and integrated models of delivery.

CHAPTER FIVE – Evaluation of Phase One Plan

The following table summarises the feedback provided on phase one of the TRIC plan and the action taken by the Collaborative to inform the development of phase two.

| Recommendations and areas for consideration | Actions |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>More detail required on planned delivery</p> | <p>The original four workstreams agreed by the TLAG have individual action plans:</p> <ul style="list-style-type: none"> ✓ Learning and teaching (feedback) ✓ Numeracy ✓ School Improvement ✓ School Leadership <p>These have been developed by a cross section of practitioners from across the region with the facilitation of a lead officer. Schools have been identified and/or volunteered to participate. Staff from these schools have the shaped the associated intervention within each workstream plan. These plans are set out in chapter seven of this report along with plans for an additional two workstreams developed in response to collective self-evaluation leading to the creation of the phase two plan:</p> <ul style="list-style-type: none"> ✓ Curriculum leadership ✓ Building capacity in the effective use of research & evidence |
| <p>Detail how evidence-base informed planning and how this is linked to school and authority improvement planning</p> | <p>The original themes set out above were drawn from each authority's self-evaluation which is built upon the needs analysis of individual schools. Collaborative work on the topic of school improvement had already taken place before the inception of the TRIC which formed a good foundation for informing future direction. Consultation them took place with the TRIC wider leadership forum to help shape the then emerging themes. Phase 2 of the plan has been informed by this evaluation for session 2018/19 and two additional workstreams have been developed. A review of common school improvement themes from across Tayside schools has taken place. Sophistication around analysis of shared data is developing and being refined.</p> |

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|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Consider broadening range and reach of priorities</p> | <p>As each workstream has developed a detailed action plan, the scope and extent of project reach has been assessed. The school improvement theme for example includes both a universal school offer as well as targeted support for identified schools as does the numeracy sub-theme. The feedback project is a deeper piece of work focussed initially with six schools from across the region and developed in partnership with an external provider and GTCs. The leadership theme will impact on middle leaders and new Head Teachers from August 2018. In short, the scope of each workstream is tailored to the planned impact of the work. Existing collaboration (before the inception of the TRIC) is already very successful in the area of modern languages 1 & 2.</p> |
| <p>Specify educational strategies, performance measures and interventions.</p> | <p>Each workstream has specified their interventions and associated performance measures. This will have a continued focus in phase two of the plan and support has been accessed from Education Scotland and the Scottish Government's Improvement Advisor. Performance leads from each local authority and the NHS are working in partnership to develop a collaborative baseline of data that can be used year on year to assess progress.</p> <p>A day event for school leaders with the Education Endowment Foundation has further supported the effective identification of interventions at school level.</p> |
| <p>Consider involvement of stakeholders</p> | <p>A wider leadership forum has helped inform developing plans. Staff groups in individual schools are engaged in individual project themes. The Regional Lead has provided updates to school leaders and we have developed a newsletter to share updates. A shared website resource is under development.</p> |
| <p>Consider stronger focus on specific groups of children e.g. looked after children</p> | <p>Priority group four of the ICSP has the lead focus for developing collaborative interventions to support vulnerable groups, highlighted in chapter four. Priority group leads meet regularly to ensure cohesion between the work of all five priority areas. The TRIC put together a specific proposal to support the achievement of LAC which was presented to the SG. Unfortunately this was not successful for being assigned resource.</p> |

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|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increase pace of work | Progress since January has been significant. All four TRIC workstreams are established, planned and making progress. This was commented on positively by our Education Scotland lead at our last meeting of session 2017/18. The commitment from staff, particularly workstream leads is commendable and they have risen to the challenge of leading this work in addition to their core duties. |
| Ensure TLAG group monitors workstream progress | The TLAG meets every 6 weeks. Monitoring the progress of the 4 workstreams is a standing item on the agenda. The TLAG offers support, challenge and advice. The group is working well and differences of opinion are expressed and used to develop our collaborative expertise. An action log of decisions is maintained and used as a reference point for the monitoring of progress. Workstream leads are enthusiastic and positive ambassadors for the further development of collaborative working in their lead area. |
| Ensure development of collaboration | All aspects of the work of the TLAG are built upon collaboration. The very good working practices that had been developed through shared work on school improvement has contributed to the fast progress of work between January and June 2018. The priority group leads have considered how to further develop effective collaboration and a session is in the process of being developed for all priority group members to consider how we can take our collaboration to the next level. |
| Consider resourcing requirements | A workforce plan has been developed and can be found in chapter eight of this report. |

Development of Phase One Plans: Key developments in moving from Phase one to Phase two, including taking account of national guidance

We have a detailed analysis of all available evidence on educational performance within our region and have increased confidence in selecting which aspects of performance relate specifically to our actual and proposed interventions. Our TRIC work sits under the umbrella of our ICSP and therefore draws on data and information from other key sources, particularly health. Schools are accessing support by being approached or volunteering. In time the development of universal offers of support will be highlighted to all schools. The Regional Lead has spoken to all school leaders across the region about our progress and plans. A group is being established under the leadership of our regional Education Scotland lead to support continuous improvement in curriculum development and our interventions are underpinned by a clearly understood approach to improvement supported by our Scottish Government Improvement Advisor.

Our collective work is shaped by the improvement planning of our schools and their well-established processes for self-evaluation which includes gathering other peoples' views has been drawn into phase 2 planning. Further work is required to outline clearly how key partners such as parents, communities, the third sector and young people have contributed to the development of the plan. A sixth priority two workstream focused on building expertise in research and evidence has been identified as essential to developing schools as learning organisations and enhancing collaborative professionalism throughout our system.

CHAPTER SIX – Analysis of Tayside School Improvement

Though effective self-evaluation for continuous improvement, schools across Tayside have identified the following most common improvement themes:

Angus:

- Evidence based approaches to improve learning and teaching
- Family engagement
- Improving attainment in writing

Dundee:

- Continue to raise attainment and close the poverty related gaps in literacy and numeracy
- Specific focus on developing numeracy with CLPL programmes focusing on conceptual understanding of number
- Improve outcomes for LAC - attainment, attendance, exclusions

Perth and Kinross:

- Literacy
- Numeracy
- Learning and Teaching

The majority of these improvement priorities will be supported through the implementation of existing ICSP and TRIC plans. Literacy leads from the region are currently collaborating to identify whether any regional activity in this area can enhance individual local authority working.

CHAPTER SEVEN – Priority 2: Learning and Attainment, Progress and Next Steps

Over the first year of the ICSP plan, priority group 2 has focused on building the foundations for effective collaboration across Tayside to improve learning experiences and educational outcomes. An opportunity for refining these approaches came in January 2018 with the requirement to develop a Tayside regional improvement collaborative (TRIC) plan focused on closing the attainment gap and raising achievement for all. The group responded to this challenge by identifying four workstreams that would benefit from collaboration. These workstreams were drawn from an analysis of school improvement plans and agreed within a wider leadership forum of educational leaders. The four workstreams are:

1. Learning and teaching with an initial focus on feedback
2. Numeracy
3. Leadership
4. School improvement

Comprehensive planning has taken place, schools and colleagues to participate in each workstream have been established and collaborative work is proceeding at pace. On the basis of ongoing evaluation and an analysis of school improvement plans from across the region two further workstreams have been identified:

5. Curriculum Leadership
6. Building capacity for effective use of research and evidence

Actions plans for each of these workstreams can be found later in this chapter.

Through the school improvement theme and learning and teaching focus on feedback and numeracy work is underway to ensure children who are at risk of not achieving their potential are provided with the extra support they need. Sharing about the effective use of Pupil Equity Funding (PEF) has taken place in the context of extended input to school leaders about effective educational interventions, tailoring approaches to individual contexts and measuring impact. Each local authority has analysed and shared year one use of PEF.

Outcomes have been shared about interesting pieces of work in relation to engagement and participation which provide parents, carers and young people with opportunities to be active partners through supported learning and consultation on improvement plans.

Our performance data is illustrated below:

| Indicator | Latest year (previous year/ baseline) | Angus | Dundee | Perth & Kinross | Improvement direction |
|---------------------------------------------------------------------------------------------|---------------------------------------|---------------|----------------|-----------------|-----------------------|
| % of local residents satisfied with schools | | 76% (76%) | 67% (65%) | 83% (85%) | ↑ |
| % of secondary school pupils achieving 5 plus awards at SCQF level 5 or higher | | 60% (58%) | 54% (52%) | 63% (62%) | ↑ |
| % of secondary school pupils achieving 5 plus awards at SCQF level 6 or higher | | 32% (32%) | 26% (27%) | 36% (36%) | ↑ |
| % of secondary school pupils from SIMD Q1 achieving 5 plus awards at SCQF level 5 or higher | | 46% (39%) | 37% (37%) | 31% (32%) | ↑ |
| % of secondary school pupils from SIMD Q1 achieving 5 plus awards at SCQF level 6 or higher | | 18% (18%) | 11% (13%) | 10% (8%) | ↑ |
| % of school leavers achieving literacy and numeracy at SCQF level 4 or above | | 90% (91%) | 86% (86%) | 86% (84%) | ↑ |
| % of school leavers achieving literacy and numeracy at SCQF level 5 or above | | 72% (66%) | 59% (54%) | 60% (62%) | ↑ |
| % of pupils entering positive destinations after leaving school | | 94% (94%) | 94% (94%) | 95% (92%) | ↑ |
| Average total tariff SIMD Quintile 1 | | 673 (602) | 542 (529) | 558 (523) | ↑ |
| Average total tariff SIMD Quintile 2 | | 615 (646) | 713 (689) | 657 (746) | ↑ |
| Average total tariff SIMD Quintile 3 | | 877 (760) | 859 (869) | 1028 (850) | ↑ |
| Average total tariff SIMD Quintile 4 | | 813 (914) | 939 (916) | 951 (1023) | ↑ |
| Average total tariff SIMD Quintile 5 | | 1008 (982) | 1103 (1086) | 1124 (1135) | ↑ |
| % of pupils who stay on from S4 to S5 | | 83% (80%) | 76% (76%) | 85% (86%) | ↑ |
| % of pupils who stay on from S4 to S6 | | 51% (52%) | 59% (59%) | 55% (60%) | ↑ |

Further analysis of post-school data identified relative strengths across the Tay collaborative in the implementation of initiatives for post-school training, apprenticeships and further and higher education to improve pathways to employment. Sharing of practice has taken place and Angus and Dundee are working together to further implement an innovative approach to the senior phase called Future Skills College (FSC) along with Dundee and Angus College. The Future Skills College opened on 5 June 2017 with 28 students and is employment led, with students recruited exclusively on the basis of actual vacancies identified by local employers for apprenticeships or trainees. The initial offering is for places in plumbing, electrical and for early years education and childcare. Beyond securing sustained positive destinations in employment for young people FSC will raise the status of the apprenticeship pathway among young people, as well as their parents and teachers. Further analysis is planned in relation to participation measures to identify any necessity for further joint working in this area.

In order to promote collaborative working across schools and their communities to support robust self-evaluation, and improved quality of provision, a consistent approach to school leadership development is being rolled out. This includes an effective induction programme for new head teachers and comprehensive school leadership support within and across schools. It is anticipated that priority group 2 will consider increased multi-agency self-evaluation using new inspection information when that becomes available. The school improvement theme is building on the collaborative approaches to improvement already trialled across

the collaborative. A small number of schools will receive intensive cross-authority support in order to support the leadership of improvement and a universal approach to improving school collaboration through the creation of a strengths directory is underway.

The focus on supporting young people to make informed choices and exercise greater control as they transition to adulthood is being directed by priority group 3 and the development of curriculum materials on the topic of substance misuse is in process. These will join our already successful collaborative resource on sexual health, relationships and parenthood.

An established network of professionals across Tayside review and plan multiagency supports for youngsters with complex needs ensuring a close partnership working is designed to close inequality gaps, address complex needs and share good practice that already exists.

Next Steps:

Individual workstream plans have been developed by a cross section of practitioners from across the region with the facilitation of a lead officer. As each workstream has developed a detailed action plan, the scope and extent of project reach has been assessed. The school improvement theme for example includes both a universal school offer as well as targeted support for identified schools as does the numeracy sub-theme. The feedback project is a deeper piece of work starting off with 6 schools from across the region and developed in partnership with an external provider and the GTCs. The leadership theme will impact on middle leaders and new Head Teachers from August 2018. In short, the scope of each workstream is tailored to the planned impact of the work. The focus is now on implementation and evaluation in order to assess whether the intervention should be rolled out.

Each workstream has specified their interventions and associated performance measures. This will have a continued focus in year two of the plan and support has been accessed from Education Scotland and the Scottish Government's Improvement Advisor. Performance leads from each local authority and the NHS are working in partnership to develop a collaborative baseline of data than can be used year on year to assess progress.

Continued focus on communicating the work of the collaborative will be supported by the establishment of a website to enhance the face to face and written updates as well as extend the reach of key messages. The priority group will also plan and assess focused interventions for looked after young people in response to the provision of national resource.

All aspects of the work of priority group two, the TLAG is built upon collaboration. The very good working practices that had been developed through shared work on school improvement has contributed to the fast progress of work between January and June 2018. It is anticipated that the pace of this work will increase as consideration is given to additional areas of collaboration and ensuring the impact of those already in train. Each workstream has developed an action plan as follows:

TLAG Learning and Teaching (Feedback) Group Plan

| | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Improvement Outcome: Developing effective Feedback to learners.</p> <p>Establish a culture of collaboration, innovation and exploration</p> | | |
| <p>Workstream Lead: Michelle Lewis</p> | | |
| <p>NIF Priority (highlight those that apply):</p> <p>Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people's health and wellbeing; and Improvement in employability skills and sustained positive school leaver destinations for all young people.</p> | <p>NIF Driver(s): (highlight those that apply)</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information | <p>HGIOS4 QI(s): (highlight those that apply)</p> <ul style="list-style-type: none"> • 1.1 Self Evaluation for self-improvement • 1.2 Leadership for learning • 1.3 Leadership of change • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.3 Learning teaching and assessment • 2.4 Personalised support • 2.5 Family learning • 2.6 Transitions • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement/Securing children's progress • 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning |

| Key Outcome | What impact will you measure? | How will you measure it? | Actions | Personnel | Timescale |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|----------------------|
| Self-evaluations to establish baseline for improvement | Level of reflection and capacity for improvement | Collation and analysis of self-evaluations from leaders, teachers and learners | Self-evaluations disseminated, carried out and data collated. | Participants in programme ML LM GD | By end of Sept 2018 |
| Key Outcome | What impact will you measure? | How will you measure it? | Actions | Personnel | Timescale |
| Agreed evidence-based project proposals | Appropriate identification, rationale and measurement tool to support proposal | Professional dialogue with schools, external experts. | Each participant after discussion with experts submit proposal for small test of change | SPhilp (Osiris) PWatson (ES) | End Sept 2018 |
| Key Outcome | What impact will you measure? | How will you measure it? | Actions | Personnel | Timescale |
| Small tests of change in improving feedback with targeted group/cohort | Improvement in feedback to learners. Increased engagement in learning. | Improvement methodology (PDSA) Or Practitioner Enquiry group | Each participant will undertake small test of change on proposed area of improvement and feedback to sectoral discussion group (face-to-face and/or on the TRIC Microsoft Teams site). | CSimpson (GTCS) KMcQuaid (Scot Gov) JMcLean (ES) | End of Nov 2018 |
| Key Outcome | What impact will you measure? | How will you measure it? | Actions | Personnel | Timescale |
| Sharing of learning across the TRIC to build capacity and to potentially upscale the project next session | Challenges/successes of each small test of change. Increase in professional collaboration and level of collective efficacy across each participating group and the TRIC. | Collective Teacher belief scale Evaluations from participants Revisiting initial self-evaluation proformas | A 'Market-place' event to provide all participants the opportunity to share their final project findings with colleagues. | ML LM GD SPhilp (Osiris) PWatson (ES) CSimpson (GTCS) | End of February 2019 |

TLAG Numeracy Group Plan

| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Improvement Outcome:</p> <p>Develop a shared understanding of what constitutes “effective learning and teaching approaches that promote positive attitudes and develop high expectations, confidence and resilience in maths” (Making Maths Count: Recommendation 4, Scottish Government, 2016)</p> <p>Establish a culture of collaboration, innovation and exploration</p> | | |
| <p>Workstream Lead: Carol Lyon</p> | | |
| <p>NIF Priority (highlight those that apply):</p> <p>Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people’s health and wellbeing; and Improvement in employability skills and sustained positive school leaver destinations for all young people.</p> | <p>NIF Driver(s): (highlight those that apply)</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children’s progress • School improvement • Performance information | <p>HGIOS4 QI(s): (highlight those that apply)</p> <ul style="list-style-type: none"> • 1.1 Self Evaluation for self-improvement • 1.2 Leadership for learning • 1.3 Leadership of change • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.3 Learning teaching and assessment • 2.4 Personalised support • 2.5 Family learning • 2.6 Transitions • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement/securing children’s progress • 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning |

| Key Outcome | What impact will you measure? | How will you measure it? | Actions | Personnel | Timescale |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------|
| <p>Numeracy Leads in targeted schools understand the pedagogic principles, underpinning effective learning and teaching in numeracy and mathematics, and can prioritise an area for improvement based on context.</p> | <ul style="list-style-type: none"> Confidence in leadership of change among head teachers and numeracy leads in targeted schools Professional actions of Numeracy Leads in targeted schools | <p>'How good is our Numeracy?' audit tool based on HGIOS 1.3 and informed by MMC, Recommendation 4</p> | <p>Initial engagement event for HTs and Numeracy Leads from targeted schools:</p> <ul style="list-style-type: none"> Collegiate conversation: Making Maths Count Recommendation 4 Self-evaluation for self-improvement | <p>All</p> <p>CL lead</p> <p>PW lead</p> | <p>11.6.18</p> |
| | | | <p>Second engagement for HTs and Numeracy Leads from targeted schools:</p> <ul style="list-style-type: none"> Prioritising and generating areas for improvement Forming an enquiry question | <p>All</p> <p>Kieran McQuaid</p> <p>Melanie Rice & Marek Rzepecki</p> | <p>28.8.18</p> |
| | | | <p>Recall session 1 for HTs and Numeracy Leads from targeted schools:</p> <ul style="list-style-type: none"> Progress to date / successes and challenges | <p>HTs and Numeracy Leads</p> | <p>4.12.18</p> |

| | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------|
| | | | <p>Recall session 2 for HTs and Numeracy Leads from targeted schools:</p> <ul style="list-style-type: none"> - Evaluating impact of interventions <p>Sharing of case studies across TRIC at Tay Numeracy and Mathematics Conference</p> | <p>HTs and Numeracy Leads</p> <p>All</p> | <p>19.3.19</p> <p>May 2019</p> |
| Key Outcome | What impact will you measure? | How will you measure it? | Actions | Personnel | Timescale |
| Classroom practitioners have an enhanced awareness of how mathematical understanding develops, the potential barriers to progress and how these can be addressed. | Level of confidence and skills in using the 'Learning, Teaching and Assessment Cycle' to plan and deliver developmentally appropriate and suitably challenging learning experiences for all pupils (one year's progress for one year's input) | <p>Pre and post questionnaires (GLOW Forms)</p> <p>Focus groups</p> | <p>Self-nominating practitioners across TRIC to trial online Professional Development Tutorials 1-4</p> <p>Pulling of National Hub Champion funds to develop further content for the online PLC (Tay Numeracy Hub)</p> <p>Promote Tay Numeracy Hub across the TRIC</p> | <p>Teachers</p> <p>Numeracy Champion from each authority</p> <p>All</p> | <p>Sep 2018</p> <p>Sep 18 - June 19</p> <p>On going</p> <p>Jan – June</p> |

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| | | | <p>Universal offers (twilight sessions for interested practitioners):</p> <ul style="list-style-type: none"> - Making the most of the Tay Numeracy Hub - Getting started with practitioner enquiry <ul style="list-style-type: none"> - Tests of change - Understanding progression <p>Explore new work stream focused on transition:</p> <ul style="list-style-type: none"> - Preschool/P1 - P7/S1 transition | <p>Teachers</p> <p>Ed Psychs</p> <p>K McQuaid</p> <p>Numeracy Champions</p> <p>All</p> <p>AC lead</p> <p>TH lead</p> | <p>19</p> <p>October 18 – June 19</p> |
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| collaboration between all headteachers across the regional improvement collaborative. | <ul style="list-style-type: none"> increase in schools able to identify effective practice across RIC increase in improvement activity | <ul style="list-style-type: none"> Analysis of self-evaluations submitted | <ul style="list-style-type: none"> Create guidance to support collaboration share the directory with all HTs across RIC, along with guidance create and send out survey | KR LAs KR | Sept 18 October 18 June 19 |
| Key Outcome | What impact will you measure? | How will you measure it? | Actions | Personnel | Timescale |
| <u>Shared Self-evaluations</u> Self-evaluation approaches will be enhanced and evaluations will more accurately reflect the strengths and improvement needs of schools by moderation and sharing of SE documents. | <ul style="list-style-type: none"> Increase in the accuracy of evaluations in identifying strengths and improvement needs Increase in the quality of evaluative writing Consistency in the standard of self-evaluation documents submitted | <ul style="list-style-type: none"> Analysis of self-evaluations submitted Improvement in quality of evaluative writing | <ul style="list-style-type: none"> each LA to identify 3 Nursery (LA or Partner Provider), 3 Primary and 3 Secondary self-evaluation documents of a high standard to share LAs to share with HTs on a central system Education Scotland to create features of effective practice in self-evaluation writing guidance Create and share guidance in supporting the use of these documents | JH, KcM, DW, KR KR PW KR | 31 Aug 18 15 Sept 18 15 Sept 18 15 Sept 18 |
| Key Outcome | What impact will you measure? | How will you measure it? | Actions | Personnel | Timescale |
| <u>Collaborative School Visits</u> High standards | <ul style="list-style-type: none"> increase in sharing of expertise increased skills in quality assurance and self-evaluation | <ul style="list-style-type: none"> evaluations from schools and HTs supporting visits on | <ul style="list-style-type: none"> each LA to identify 2 schools for session 18-19 identified schools to have | LAs LAs | Aug 18 Aug 18 |

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| and expectations will be shared and developed through increased participation in reciprocal visits across the RIC. | <ul style="list-style-type: none"> increase in moderation of standards and expectations increase in knowledge and skills in leading change and improvement in schools moderation and validation of local authority quality assurance approaches | <p>impact</p> <ul style="list-style-type: none"> self-evaluations evidencing impact from discussions within and between LAs after taking part in visits | <p>discussion with LA and agree to take part</p> <ul style="list-style-type: none"> A team of appropriate HTs or central officers to be identified to take part | LAs | Sept 18 |
| Key Outcome | What impact will you measure? | How will you measure it? | Actions | Personnel | Timescale |
| <u>The School at the Centre</u> School improvement activity and leadership of change will be enhanced by headteachers, senior management teams and school staff receiving the support and challenge of a team of identified partners. | <ul style="list-style-type: none"> SMTs will be more confident and skilled in accurately evaluating the work of the school and planning improvement priorities to support this school improvement activity will be led more effectively for impact increase in schools achieving an overall grade as Good or above when inspected by local authority, Education Scotland and/or when carrying out self-assessments improved outcomes for young people | <ul style="list-style-type: none"> Self-evaluations, evidencing impact of SIP SIP survey and feedback from SMTs Term 1 meetings NIF data | <ul style="list-style-type: none"> all LAs to identify 1 school they are working with already KR to create format for data collection LAs to evidence data collected in choosing this school schools to be offered collaborative support HT to meet with collaborative to discuss request for support framework for support to be created TLAG SIP group to identify partners and curriculum experts to work with each school | LAs KR LAs LAs LAs KR TLAG SIG | May 18 By 18.05.18 07.06.18 August 18 Sept 18 Aug 18 Sept 18 |
| <u>Professional</u> | <ul style="list-style-type: none"> Increase in standards for | <ul style="list-style-type: none"> Self-evaluation | <ul style="list-style-type: none"> Collate collaborative directory | KR | Aug 18 |

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| <p><u>Learning Opportunities</u> School staff, including teachers, will be more aware of national expectations, guidance and resources. They will have increased knowledge of what effective practice looks like and increased links for collaboration.</p> | <p>identified areas</p> <ul style="list-style-type: none"> • Increase in school's own evaluation of their work – from satisfactory to good and very good • Increase in collaboration | <p>summaries of key strengths</p> <ul style="list-style-type: none"> • Self-evaluation evaluations of identified areas • Evidence from school Improvement visits • Survey of engagement in collaborative work across RIC • Evaluations from events | <p>areas of strength and development</p> <ul style="list-style-type: none"> • Identify shared areas of development • Identify 2 areas for Collaborative support • Identify schools across collaborative with strengths in areas • Organise and run events for 2 areas, sharing national guidance, resources and effective practice across collaborative | <p>KR</p> <p>TLAG SIG</p> <p>TLAG SIG</p> <p>TLAG SIG and RIC officers</p> | <p>Sept 18</p> <p>Sept 18</p> <p>Sept 18</p> <p>Sept 18 – Feb 19</p> |
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TLAG Leadership Group Plan

Improvement Outcome: Develop a shared leadership strategy to improve leadership and management of schools.
Establish a culture of collaboration, innovation and exploration

Workstream Lead: Donald McLeod (previously Bernadette Scott)

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| <p>NIF Priority: Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people's health and wellbeing; and Improvement in employability skills and sustained positive school leaver destinations for all young people.</p> | <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information | <p>HGIOS4 QI(s):</p> <ul style="list-style-type: none"> • 1.1 Self Evaluation for self-improvement • 1.2 Leadership for learning ✓ • 1.3 Leadership of change ✓ • 1.4 Leadership and management of staff ✓ • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.3 Learning teaching and assessment • 2.4 Personalised support • 2.5 Family learning • 2.6 Transitions • 2.7 Partnership ✓ • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement/Securing children's progress ✓ • 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning |
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| Key Outcome | What impact will you measure? | How will you measure it? | Actions | Personnel | Timescale |
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| Headteacher leadership will improve through participation in a leadership development and | <ul style="list-style-type: none"> • Participant confidence in leadership of change • Professional learning and collegiate working • Professional actions of | <ul style="list-style-type: none"> • Quality assurance of school – HGIOS4 • Leadership of change 1.3 • Quality Indicators • GTCs coaching wheel | <ul style="list-style-type: none"> • Share information across collaborative regarding the leadership offer in each LA | <p>TRIC leadership group</p> <p>SCEL_ Lesley, Annette and</p> | By June 2019 |

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| induction programme as part of the collaborative. | headteachers | <p>baseline</p> <ul style="list-style-type: none"> • Participant feedback • HT PRD • School self evaluation | <ul style="list-style-type: none"> • Review and refresh LDIP programme in the light of above • Align to GTCs leadership and management standards • Plan programme across collaborative • Programme in place for August 2018 • Work in partnership with appropriate partners including SCEL • Continue to co construct the programme based on feedback and reflections from first cohort. | <p>Alison</p> <p>LA officers as relevant</p> <p>Leadership and Development consultant – JM</p> <p>ADES Staff college</p> | |
| Key Outcome | What impact will you measure? | How will you measure it? | Actions | Personnel | Timescale |
| Middle leader's leadership of change (to improve curriculum, learning and teaching and pedagogy) will be enhanced by support and challenge through use of SCEL framework and identified partners. | <ul style="list-style-type: none"> • Participant confidence in leadership of change • Professional learning and collegiate working • Professional actions of middle leaders | <ul style="list-style-type: none"> • Quality assurance of school – HGIOS4 Leadership of change 1.3 Quality Indicators • GTCs middle leaders coaching wheel baseline • Participant feedback • HT PRD • School self evaluation | <ul style="list-style-type: none"> • 2 school in each LA will work with SCEL collaborative middle leaders programme • 10 x Middle leaders from each LA across the TRIC will participate in a bespoke professional learning opportunity linked to improvement | <p>TRIC leadership group</p> <p>SCEL – Lesley, Louise and Yvonne??</p> <p>LA officers as relevant</p> | By April 2019 |

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| | | | <p>science and learning and teaching.</p> <ul style="list-style-type: none"> • Share information across collaborative regarding the leadership offer in each LA • Align to GTCs leadership and management standards • Plan programme across collaborative • Programme in place for April 2019 | <p>Leadership and Development consultant</p> <p>Attainment Advisor</p> | |
| <p>Review each LA Leadership and Development Strategy to ensure on TRIC Leadership and Development Strategy encompasses work described above. Formalise one strategy across the Collaborative.</p> | | | | | |

TLAG Curriculum Leadership Group Plan

| Improvement Outcome: Strengthen approaches to evaluating, designing and developing the curriculum. Establish a culture of collaboration, innovation and exploration. | | | | | |
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| Workstream Lead: Patricia Watson, Education Scotland Regional Adviser | | | | | |
| NIF Priority (highlight those that apply): Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people's health and wellbeing; and Improvement in employability skills and sustained positive school leaver destinations for all young people. | NIF Driver(s): (highlight those that apply) <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information | HGIOS4 QI(s): (highlight those that apply) <ul style="list-style-type: none"> • 1.1 Self Evaluation for self-improvement • 1.2 Leadership for learning • 1.3 Leadership of change • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.3 Learning teaching and assessment • 2.4 Personalised support • 2.5 Family learning • 2.6 Transitions • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement/Securing children's progress • 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | | | |
| Key Outcome | What impact will you measure? | How will you measure it? | Actions | Personnel | Timescale |
| To co-construct and deliver a collaborative | Engagement of senior leaders across the RIC working in partnership with Education | Levels of commitment | Establish programme development team and programme of meetings | Patricia Watson, ES RAdv. | By Sept 2018 |

| programme to support schools across the RIC to improve their curriculum | Scotland to co-construct a high-quality programme focused on curriculum design, development and self-evaluation. | Collaborative working Quality of programme – feedback from participants. Short and longer term impact through questionnaire and follow up 1:1 discussions. | Develop curriculum programme and plan delivery model. Implement delivery model | Kim Ramsay, QIO P & K Annette Beason, ES (SCCEL) Programme development team: <ul style="list-style-type: none"> Senior school leaders from across the TayRIC (2 secondary and 1 primary from each LA) Other ES colleagues as appropriate eg. 1 x SEO Curriculum Team | By Jan 2019 By June 2019 |
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| Key Outcome | What impact will you measure? | How will you measure it? | Actions | Timescale | |
| To ensure high quality self-evaluation in relation to the curriculum. | The perceived and actual impact of engagement in this CLPL opportunity. Impact on participant self-reported confidence levels pre and post programme delivery in relation to self-evaluation and curriculum design and development. Impact on improvement in approaches to self-evaluation of curriculum. | Pre and post programme questionnaire Analysis of participant self-evaluation approaches pre and post engagement in the programme. Evaluation of curriculum planning for session 2018-19 | Ensure evaluation of curriculum planning is embedded within the programme. Develop and utilise pre and post programme evaluation tools and schedule. Analysis of results in relation to impact. | March 2019. Post-programme evaluation by June 2019. Follow up impact evaluation by Dec 2019. | |

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| | Impact on improvements to curriculum plans for session 2019-20 | and session 2019-2020. | | 1 x DYW team 1 x CLD team 1 x Digital Learning and Teaching team | |
| Key Outcome | What impact will you measure? | How will you measure it? | Actions | | Timescale |
| For senior and middle leaders to have a deepened understanding of the principles of curriculum design and development. | Impact of participation in the programme development group and in the programme on perceived levels of knowledge and understanding. Impact on approaches to self-evaluation and curriculum planning. | Pre and post engagement questionnaire. Evaluation of longer term improvements in self-evaluation and curriculum development. | Ensure evaluation of curriculum planning is embedded within the programme. Develop and utilise pre and post programme evaluation tools and schedule. Analysis of results in relation to impact. | | By March 2019 By June 2019 By Dec 2019 |

TLAG Building Capacity in the Effective use of Research and Evidence Group

Improvement Outcome: Develop the critical skills required by leaders and practitioners to support the establishment of a culture of collaboration, innovation and exploration by recognising that a self-improving system has learning at its heart with empowered children, staff and partners.

*This workstream action plan is currently under development

Workstream Lead: *TBC

| NIF Priority (highlight those that apply): | NIF Driver(s): (highlight those that apply) | HGIOS4 QI(s): (highlight those that apply) |
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| <p>Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people's health and wellbeing; and Improvement in employability skills and sustained positive school leaver destinations for all young people.</p> | <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information | <ul style="list-style-type: none"> • 1.1 Self Evaluation for self-improvement • 1.2 Leadership for learning • 1.3 Leadership of change • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.3 Learning teaching and assessment • 2.4 Personalised support • 2.5 Family learning • 2.6 Transitions • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement/Securing children's progress • 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning |

| Key Outcome | What impact will you measure? | How will you measure it? | Actions | Personnel | Timescale |
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| To develop capacity within schools and clusters to improve learning by supporting the development of schools as learning organisations within the context of children's services. | *This workstream action plan is currently under development | | | | |
| Key Outcome | What impact will you measure? | How will you measure it? | Actions | | Timescale |
| To act as a catalyst to develop organisational practices and cultures within Tayside to help professionals collaborate for improvement. | *This workstream action plan is currently under development | | | | |

CHAPTER EIGHT – Workforce Plan to Support Delivery

The scale of the Tayside Regional Improvement Collaborative may be (relatively) small in geography but it is ambitious in respect of what it seeks to achieve. The TRIC is committed to working across organisational boundaries, in flexible ways, seeking always to bring about improvement in outcomes for children, young people and their families.

The table below summarises the core team who will help lead and support the ambition of the TRIC to become a reality. Additional resource is being sought from the Scottish Government to develop this team beyond its current composition of the RIC Lead and the Regional Advisor from Education Scotland.

| Role | FTE |
|-------------------------------------------------------------------------------------------------------------|--------------------|
| Regional Improvement Lead | PKC * |
| Regional Advisor (Education Scotland) | 1.0 FTE (ES) |
| Project Officer | 1.0 FTE (SG) |
| Admin Officer | 1.0 FTE (SG) |
| Website & HUB development and Comms Strategy | 1.0FTE MA (SG) |
| Resource to provide additional capacity for leadership of The Learning and Attainment Group's work streams. | Equivalent to £68K |

*It is not possible to define an FTE allocation for the dual role Executive Director of Education and Children's Services and TRIC Lead.

These posts are essential given the scale of activity taking place across the TRIC and support planning, governance and leadership of all aspects of the work of our Regional Improvement Collaborative.

In addition to this small core team, there are a number of Priority Groups who are responsible for planning and implementing the agreed actions and tasks which were identified in the Tayside Plan for Children, Young People and their Families. These groups are lead and populated by colleagues who work in other substantive roles in a local authority, NHST, Police Scotland and various 3rd Sector Organisations. Their salaries are paid for by their employing organisation.

Each work stream has been developing the working arrangements as set out in our Phase 1 Plan. It is not possible to provide a clear demarcation in terms of FTE for each of these colleagues in relation to their TRIC specific activity. However, no resource is being asked to fund the group leads of their core membership.

We are however, seeking resources to support each Priority Group with operational costs and also administrative tasks. In addition to this, each Priority Group has been asked to identify what additional resource they would require to assist in achieving their stated outcomes. Information relating to these additional "asks" is outlined in the following sections. The operational budget is a small, nominal amount of money that will provide each of the Priority Groups with the resource required to fund a range of things such as:

- Covering the costs of any meetings or training sessions etc.
- Covering the costs of any stationery, printing, design etc.

Work stream Delivery

The tables below provide the following information;

- Work stream Sponsor (providing strategic oversight, support and challenge)
- Work stream Lead (leading the specific work stream across the TRIC)
- Work stream Participants (colleagues identified from constituent local authorities/partners)
- Additional Resources Required (additional resources required to support future delivery, including Education Scotland resources)

Pre-birth and Early Years

| Work stream Sponsor | Work stream Lead | Work stream Participants |
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| Paul Clancy | Sharon Johnston | <ul style="list-style-type: none"> • Head of Education: Early Years and Primary, PKC (Chair) • Chief Midwife (NHS Tayside) • Consultation Neonatologist (NHS Tayside) • Lead Nurse Early Years (NHS Tayside) • Lead Nurse/Service Manager Children and Young People (NHS Tayside) • Allied Health Professional Lead (NHS Tayside) • TSI representative (Dundee TSI) • Education Manager Early Years (Dundee) • Education Officer (Angus) • CELCIS project officers (Perth and Kinross Children and Families and NHS Tayside) |
| Additional Resources Required | <ul style="list-style-type: none"> • Welfare Rights Officer (see Appendix 1) • Operational budget • Care Inspectorate Support for expansion of ELC – TBC • Roll out of The Solihull Approach to 70 early years classes and centres over 2 years - and training of staff across NHS, education and children' services and 3rd sector (see Appendix 2) | |
| <p>Anticipated Impact</p> <p>It is recognised that within the pre-birth and early years group, there are four national transformation programmes;</p> <ul style="list-style-type: none"> ▪ Implementation of Best Start – Maternity and Neonatal Care ▪ Implementation of the Universal Pathway for Health Visiting ▪ Implementation of Ready to Act – Allied health Professionals ▪ Expansion of Early Learning and Childcare <p>All of these programmes are nationally driven, and all have targets to meet over a number of years before they will be completed. The focus at this time is to implement the transformation, recognising that there is significant change in terms of culture, systems and practice and the requirement to grow the workforce to meet the demand.</p> <p>There are also two locally driven transformation projects:</p> | | |

- Extension of the Family Nurse Partnership to first time mothers aged 20 -24 who meet the eligibility criteria
- CELCIS project on addressing neglect and enhancing wellbeing in Perth and Kinross
- The embedding of the Solihull approach to working with children and families across the multi-agency workforce in Tayside, including health professionals, education and children's services and third sector partners.

Both of these projects are in the early stages of development, and will be further embedded in the coming three years. The Welfare Rights Officer (noted below) will work to support the FNP team, as well as working across other parenting groups. They will work directly with families to help maximise their income in a range of ways.

Finally, there is a shared development of a Tayside Parenting Strategy, which will deliver a shared approach to working with parents and families across Tayside, and has close links with other workstreams within this priority group.

Performance Monitoring and Use of Data for Improvement

The next step for the group is to increase the intelligent use of the available data to inform our actions and possible future interventions. It is important that we can intervene at the earliest opportunity to make a positive difference to the outcomes for children and families, and so this will be a key focus for next year.

The use of the stretch aims will be a key area for attention, and making use of this data from the universal pathway programme will support a truly multi-agency, integrated approach to delivering the right help at the right time.

The Learning and Attainment Group: Numeracy

| Work stream Sponsor | Work stream Lead | Work stream Participants |
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| Pauline Stephen | Carol Lyon | <ul style="list-style-type: none"> • Karen Frain, Headteacher, Primary (Angus) • Audrey Cox, DHT, Primary (Dundee) • Eddie McArthur, PT Maths, Secondary (Dundee) • QIO, (PKC – appointment pending) • Andy McAdam, PT Maths, Secondary (PKC) • Tara Harper, Lecturer, ITE (Dundee University) • Nanette Brotherhood, Development Officer (Education Scotland) |
| Additional Resources Required | <ul style="list-style-type: none"> • Operational budget • Education Scotland support from Numeracy Team – TBC • Education Scotland support from Digital L & T Team – TBC | |
| <p>Anticipated Impact Develop a shared understanding of what constitutes “effective learning and teaching approaches that promote positive attitudes and develop high expectations, confidence and resilience in maths” (Making Maths Count: Recommendation 4, Scottish Government, 2016). Establish a culture of collaboration, innovation and exploration. Please see workstream plan for measurement details.</p> | | |

The Learning and Attainment Group: Learning and Teaching

| Work stream Sponsor | Work stream Lead | Work stream Participants |
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| Pauline Stephen | Michelle Lewis | <ul style="list-style-type: none"> • Kas Mohammed, Headteacher, Secondary (Angus) • Karen Tough, Headteacher, Primary (Angus) • Lesley Elder, Headteacher, Secondary (Dundee) • John Neesson, Headteacher, Primary (Dundee) • Johnny Lothian, Headteacher, Secondary (PKC) • Lynn Lambert, Headteacher, Primary (PKC) |
| Additional Resources Required | <p>In addition to the planned work designed to improve the quality of learning and teaching in our classrooms we envisage a sub-group of this work stream being established to provide expert, professional support to develop capacity of teachers to use research and data more judiciously to support their work (this will be fully articulated in workstream 6 action plan). This sub-group would consist of 0.5FTE each of a QIO, and EPS and a data analyst. The approximate resource required for this, with oncosts would be £80K. In addition to this we envisage that we will require:</p> <ul style="list-style-type: none"> • Support from ES RALO to build system capacity for quality self-evaluation. (TBC) • Support from SG Improvement Officer to embed the model for improvement. (TBC) • Support from the GTCS to develop the research skills and capacity of practioners. (TBC) • OSIRIS – external facilitator to build capacity using evidence based approaches to improve feedback. • Operational budget • Support from Education Scotland in relation to evaluation of this work stream enabling a model for improvement to be identified and then rolled out elsewhere across the RIC– SCEL support required to provide bespoke input on leadership at this level. | |
| <p>Anticipated Impact Developing effective Feedback to learners. Establish a culture of collaboration, innovation and exploration. Please see workstream plan for measurement details.</p> | | |

The Learning and Attainment Group: Leadership

| Work stream Sponsor | Workstream Lead | Work stream Participants |
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| Pauline Stephen | Bernadette Martin Scott | <ul style="list-style-type: none"> • Rodger Hill, Head of Secondary & Inclusion (PKC) • Paula Morrison, Headteacher, Primary (PKC) • Vicky Gardiner, Headteacher, Virtual School (Angus) • Kim Walker (Angus) • Pam Nesbitt, Education Manager (Dundee) • Tracy Stewart, QIO (Dundee) |
| Additional Resources Required | <ul style="list-style-type: none"> • Operational budget • ES and SCEL System Leadership Programme (7 participants) • ES RALO – building capacity of curriculum (subject) middle leaders in secondary - supply cover (3 x 8 PTs for 2 days each) • Advanced Leadership Practice – Professor Andy Hargreaves • Support from the NIF Team – TBC | |
| Anticipated Impact Develop a shared leadership strategy to improve leadership and management of schools Establish a culture of collaboration, innovation and exploration. Please see workstream plan for measurement details. | | |

Learning and Attainment Group – School Improvement

| Work stream Sponsor | Work stream Lead | Work stream Participants |
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| Pauline Stephen | Kim Ramsay | <ul style="list-style-type: none"> • Danny Webster, Service Manger (Dundee) • Jim Hammond, Service Manager (Angus) • Kelly McIntosh, Service Manager (Angus) • Lorraine Will, Primary HT (Angus) • Johnny Lothian, Secondary HT (PKC) • Barry Millar, Secondary HT (Dundee) |
| Additional Resources Required | <ul style="list-style-type: none"> • Operational budget • Reciprocal School Improvement Teams – 6 schools involved in 4 visits per academic year - backfill and travel. | |
| Anticipated Impact Develop the capacity within schools and clusters to improve learning by supporting the development of schools as learning organisations within the context of children's services. Establish a culture of collaboration, innovation and exploration. Please see workstream plan for measurement details. | | |

Learning and Attainment Group – Curriculum

| Work stream Sponsor | Work stream Lead | Work stream Participants |
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| Pauline Stephen | Patricia Watson, ES Regional Adviser | Kim Ramsay, QIO P & K Annette Beason, ES (SCEL) Programme development team: <ul style="list-style-type: none"> • Senior school leaders from across the TayRIC (2 secondary and 1 primary from each LA) • Other ES colleagues as appropriate eg. 1 x SEO Curriculum Team 1 x DYW team 1 x CLD team 1 x Digital Learning and Teaching team |
| Additional Resources Required | Operational budget - supply cover (3 x 8 staff members for 2 days each) | |
| <p>Anticipated Impact</p> <p>This workstream aims to strengthen approaches to evaluating, designing and developing the curriculum. This will be achieved through collaborative work to co-construct and deliver a programme to support schools across the RIC to improve their curriculum. The programme will be aimed at middle leaders in primary and secondary schools across the RIC. The intended outcome is for senior and middle leaders to have a deepened understanding of the principles of curriculum design and development and for this to impact positively on their approaches to self-evaluation and curriculum planning.</p> | | |

Health and Well-being

| Work stream Sponsor | Work stream Lead | Work stream Participants |
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| Lorna Wiggan | Elaine Cruickshank | <ul style="list-style-type: none"> • Service Manager PKC Third Sector Interface • Education Officer (Dundee) • Senior Manager (SWD) (Dundee) • Service Manager, Evidence 2 Success (PKC) • Quality Improvement Officer (PKC) • Service Manager ASN/Educational Psychology (Angus) • Lead Officer Tayside ADPs (Angus) • NHS Tayside Clinical Services Manager (Paediatrics/CAMHS) • NHS Tayside Child Health O.T. Service Manager (AHPs) • NHS Tayside Interim Service Manager Children & Families (Angus) • NHS Tayside Public Health Dept. - Consultant in PH medicine/Portfolio Lead Children & |

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| | | Young People <ul style="list-style-type: none"> • NHS Tayside Public Health Dept. - Executive Lead Sexual Health & BBV • NHS Tayside Public Health Dept. – Dietetic Consultant PH nutrition • NHS Tayside Clinical Lead CAMHS • NHS Tayside Consultant Clinical Psychologist (CAMHS) • NHS Tayside Community Paediatrician |
| Additional Resources Required | <ul style="list-style-type: none"> • Operational budget • Tayside Parenting Co-ordinator – development officer for 23 months to support implementation of the Tayside Parenting Strategy | |
| <p>Anticipated Impact</p> <p>The focus of the group's work is the development of four new Tayside multi-agency strategies in relation to:</p> <ul style="list-style-type: none"> • Mental health • Parenting • Substance use prevention • Child healthy weight <p>as well as a fifth area of work; implementation of the national Pregnancy and Parenthood in Young People strategy.</p> <p>In order to achieve the above, individual Leads have been identified and Task & Finish Groups have been established for each area of work. Progress for each of the areas is at different stages, with the Parenting strategy development most advanced.</p> | | |

Looked After Children, Care Leavers & Young Carers

| Work stream Sponsor | Work stream Lead | Work stream Participants |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mark Armstrong | Glyn Lloyd | <ul style="list-style-type: none"> • Senior Manager, Residential Services (Dundee) • Education Manager (Dundee) • Senior Manager, Children and Families (PKC) • Service Leader, Children, Families and Justice Service (Angus) • Service Manager, Third Sector Interface (Angus) • Service Manager, Carers Centre, Dundee • Locality Reporter Manager, Scottish Children's Reporter Administration • Chief Inspector, Police Scotland • Senior Manager, NHS Tayside |
| Additional Resources Required | <ul style="list-style-type: none"> • Operational budget • SAC funding for LAC will be used to develop effective supports for pre-school, primary, secondary and special young people in line with our Corporate Parenting Strategy • SAC funding for LAC will be used to extend advocacy and children's rights for our most vulnerable young people | |

Anticipated Impact

The main areas of focus for future work are the development of a regional engagement and participation strategy for Looked After Children and Care Leavers; the development of a regional performance framework and a consistent approach to short-breaks for Young Carers; shared risk assessment pathways and preventative approaches for young offenders; a regional approach towards advocacy; and inclusion strategies for children with additional and complex support needs.

Safeguarding and Child Protection

| Work stream Sponsor | Work stream Lead | Work stream Participants |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Graham Binnie | Jacquie Pepper | <ul style="list-style-type: none"> • Ray Birnie, Detective Inspector (Police Scotland) • Peter Nield, Assistant Director (Barnardo's) • Jayne Smith, Lead Nurse Child Protection, NHS Tayside • Katherine Lawlor, Consultant Paediatrician, NHS Tayside • Arlene Dickson, Third Sector Strategic Officer for Children's Services, Voluntary Action (Angus) • Niki McNamee, Team Leader, Protecting People Partnership (Angus) • Andrew Beckett, Lead Officer (Dundee) • Ross Drummond, Child Protection Inter-Agency Coordinator (PKC) • Bill Atkinson, Independent Chair (PKC) • Norma Ritchie, Independent Chair (Dundee) • Christine Knight, Independent Chair (Angus) |
| Additional Resources Required | <ul style="list-style-type: none"> • Operational budget • Resource for additional requirements of independent child protection chairs. | |

Anticipated Impact

Our approach to protecting children and young people will be integrated and focused on early intervention, immediate action and effective intervention to remove and reduce the risk of significant harm.

The work of Chief Officers and Child Protection Committees is crucial to securing a culture where the care and protection of children and young people is at the heart of everyone's job.

By mobilising the whole workforce and promoting strong universal values of doing everything possible to enhance the lives of children and young people is not just about having effective processes to protect children it is also about making sure that children and young people:

- have the knowledge and skills they need to keep themselves safe at home, school and in the community
- learn to adopt healthy lifestyles and making positive life choices

- are kept safe as a result of services acting quickly and working effectively together when they may be at risk
- go on to be supported well through targeted interventions and universal services when they are the subject of concerns
- benefit from holistic plans which include access to early literacy programmes; positive planned transitions and support, encouragement and opportunities to develop and learn new life skills
- benefit from evidence-based nurturing approaches which have a positive impact on their wellbeing and readiness to learn
- who are no longer able to remain at home are thriving as a result of positive placements which support their educational achievement and attainment
- benefit from a wide range of leisure, recreational and extracurricular activities
- benefit from trusting relationships with staff and carers and are developing a positive sense of self-worth and identity
- encouraged to develop their sense of responsibility and self-efficacy.

We know that children within our child protection system are also most likely to suffer inequalities related to health and experience the consequences of poverty. By making sure Getting it Right for Every Child approaches are central to planning for individual children and young people when they are at risk of or have experienced neglect, abuse, exploitation and significant harm has a direct positive impact on the outcomes for individual children and likelihood that the negative impact on their ability to learn and achieve or experience interruptions to their learning is minimised.

Performance and Data

| Work stream Sponsor | Work stream Lead | Work stream Participants |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sheena Devlin | Paul Davidson Service Manager (PKC) | <ul style="list-style-type: none"> • Senior Information Analyst Officer (Dundee) • Manager, Quality Improvement & Performance (Angus) |
| Additional Resources Required | <ul style="list-style-type: none"> • Funding for a Graduate Trainee to support performance reporting and data analysis across all 5 workstreams | |
| Anticipated Impact | | |
| [Describe the purpose and anticipated impact of the additional resource requested, including expected outcomes and how these will be measured.] | | |

**Regional Improvement Collaborative Resourcing
Pre-birth and early years welfare project Perth and Kinross**

This project will increase the uptake of available welfare benefits of families with children in the early years of their life that might be experiencing poverty or be likely to experience poverty in the future in Perth and Kinross including a focus on rural Perthshire areas.

Evidence demonstrates that the highest rate of economic return comes from the earliest investments in children's lives. Evidence indicates that poverty increases the likelihood of poor health and wellbeing outcomes for children. This begins in pregnancy with the healthy development of the fetus affected by poor diet, stress and anxiety, housing conditions and fuel poverty.

The project would seek to strengthen relationships and referral pathways between health and social care professionals involved in pre-birth and the early years of a child's life. Including midwives, family nurses, health visitors, mental health practitioners and social care early year's staff with the Council's Welfare Rights Team, in order to provide a universal, holistic service targeting areas in Perth & Kinross which have been identified as an increased child poverty area.

The Perth & Kinross Welfare Rights office recognises that many women do not receive their full entitlement of benefits while pregnant or when their baby is born. For example, nationally, at least 25% of women do not access Healthy Start vouchers. The vouchers are worth £899 to support children from the birth to the age of four.

Projects in Leith, Scotland have been successful in providing welfare rights information to families experiencing poverty with a net average result of between £4,500-£5,000 increase in actual benefits for families per annum.

Example from previous projects locally:

Maternity Welfare Project

In conjunction with the Improvement Service, the Family Nurse Partnership and Perth Midwifery Services worked in partnership to ensure that pregnant women had access to welfare services at the earliest opportunity via seamless referral from Health to the Welfare Rights Team. Referrals were offered on a universal basis with no requirement for health practitioners to identify need, this approach was taken to reduce stigma. A test of change demonstrated that all women were offered the referral and all women took up the offer. Feedback from health practitioners was positive and for midwives specifically discussing the referral to the Welfare Rights Team made the completion of the Maternity Interview more meaningful with regard to the section dedicated to the need for advice on finances, benefits or housing issues. All women referred to the Welfare Rights Team were given comprehensive welfare benefit checks and any other holistic advice in relations to their finances that was required/appropriate. The project team recognised the potential for contact with the target group through other partner agencies, but agreed initially to test the model with health staff that had direct contact with mothers before and

after the baby's birth. This project has been successful and the model is reciprocal however it is felt being able to have a wider reach to other professionals working with families would increase sustainability and also benefit more children and families in the area.

Kinship Care referral process

A seamless process between the Kinship Care Team and the Welfare Rights Team whereby impartial and individualised support and advice can be accessed where we have consent from the kinship carer. This applies to all kinship carers; approved and informal.

This process has been in place for almost three years is successful and is felt it is reciprocal in delivery to families. The Welfare Rights Team regularly identify people who are Kinship Carers and who are not aware of their entitlements. Similarly the Kinship Care Team seamlessly refer Kinship Carers to the Welfare Rights Team in order to access advice and assistance re entitlements. Referrals are around 60 families per year.

Collaborative approach

This project will seek to identify the target group within the stated areas through engagement with local health and social care staff.

The learning from this project will inform the development of a pathway for pregnant women in Perth & Kinross regarding Welfare Rights support *with the intention of extending this pathway for all pregnant women in Tayside.*

If this approach is successful there could be opportunities to spread the methodology to other key professionals within the Tayside collaborative.

Linking up and expanding existing processes in welfare and health and children's social care will lead to improved outcomes

The biggest challenge for the welfare rights team is identifying families at risk of poverty at an early point in their life. Working in a more collaborative approach with all professionals will aim to reduce the amount of families in poverty crisis with an early intervention approach to the model of care will reduce the amount of children living in severe poverty. Linking up services involved with families via a voluntary referral pathway should increase the number of families with young children accessing appropriate welfare benefits in Perth.

The range of entitlements and benefits available to pregnant women are not always obvious, with the potential impact that women are not made aware of what they could be entitled to. Information needs to be available that outlines the clear range of welfare benefits and entitlements available, in an easy to use format that also details a simple process for access. Professional awareness of range and access may increase outcomes.

Shared understanding of the value of other professional's contributions at different points of the maternity pathway will lead to improved outcomes.

Welfare rights staff have briefed health professionals in the past, however due to the

pressures of service and although welfare benefits has recorded an initial increase in uptake following a briefing, the numbers of referrals drops in the weeks/months that follow. Developing opportunities for shared learning, practice development, information sharing and frequent reminders of the value of other professional's contributions will result in a sustained awareness and value of other professional's contributions, thereby improving outcomes for the client group.

Funding requested:

1 x Welfare Rights Officer: £35,253

This would be a dedicated member of staff to liaise with families and services with children in the pregnancy period and early years. This member of staff would also be a key link personnel to develop professional understanding of the welfare system and service.

As referrals increase this funding would have to be reviewed alongside capacity. The impact on childrens service health and social care professionals would also have to be monitored closely in regards to workforce capacity.

Application for funding to support implementation of the Solihull Approach model across the workforce for children, young people and parents in Tayside

The Aim

Taking a 'whole systems' approach, the Tayside Collaborative will initiate a training programme upskilling practitioners in services for children and young people (public, 3rd and private sectors), to use the Solihull Approach to enhance the impact of their interventions with parents. This will support the commitment in the Tayside Children, Young People and Families Plan to 'provide targeted multi-agency support to families' and will be a key action in the Tayside Parenting Strategy, directly contributing to delivering on one of its improvement priorities:

Families have access to effective services that are delivered by a skilled and confident workforce that value the role of parents.

Developing the collective workforce and establishing a common language and way of working

This initiative will enable transformational workforce development that will further increase preventative approaches and support staff to have a common language. The Solihull Approach provides staff with a practical way of working with and supporting families; empowering them to reduce challenges and behaviours that can impact on their child's opportunity to access and gain optimal outcomes from their early learning and childcare entitlement. It brings together a range of good practice approaches that help practitioners to address emotional problems in a different way, aiding child development and encouraging positive behaviours in parents and children, whilst building greater confidence in their own skills and practice.

Training and implementation of the model will be supported by a series of Tests of Change to ensure that optimum impact is achieved in each setting.

The Solihull Approach

The Solihull Approach theoretical model is developed from three cornerstone concepts: containment, reciprocity and behaviour management; providing the practitioner with a way of working and thinking about their work. The practitioner provides containment and reciprocity to the parent, restoring the parent's ability to think, thus enabling the parent to provide containment and reciprocity to the child to help the child cope with their own emotions and anxieties. Unaddressed these emotions and anxieties for either parent or child may form barriers to child accessing their childcare entitlement.

The Foundation level training enables practitioners to use the Solihull Approach to inform how they intervene with a family in the course of their mainstream work; it does not train them to deliver a specific programme. Therefore it is enhancing the effectiveness of what they do not adding to their workload or changing their remit.

Commitment for services

A recent survey of managers identified widespread support for implementation, identifying the potential to provide a consistent approach for families and a shared language and aims for staff as particular benefits.

Funding requested

A training co-ordinator will be appointed for 23 months to establish a programme of foundation training and 'training the trainers' courses, and a 'bank' of trainers from local partner organisations. This activity will deliver a group of 300+ trained staff using the Solihull Approach in practice in year 1, a further 400+ trained staff in year 2 and a bank of 60 additional trainers from across the sector committed to delivering 2 courses per year in subsequent years. The co-ordinator will also support implementation of the model in workplace settings through the creation of a Network that will help practitioners to embed the Solihull Approach in their practice.

A small budget will also be required to pay for training venues and training/maintenance resources.

23 month Training Co-ordinator Post (PR8 - £44,292 per year) - £92,111

Solihull Approach online manuals for teams - £8,280

Training venues - £5,000

Total funding applied for £105,391

Sustainability

The implementation model supports sustainability by establishing an optimal number of trained staff in key locations in years 1 and 2, embedding the model as the 'way of working'.

Year 1 A programme of training and 'training the trainers' courses delivered and a bank of additional trainers established. Network established to support implementation in practice.

Year 2 Programme of training expanded through use of newly trained trainers and further 'training the trainers' courses delivered. Network becomes self-sustaining in respect of supporting implementation.

Subsequent years – network also assumes responsibility for programme of training and support.

Evaluation of Impact

A number of quantitative measures will be used to evaluate the impact of this investment, including:

- Number of training courses delivered;
- Number of practitioners trained
- Number of different teams and organisations with trained staff;
- Number of practitioners actively using the Solihull Approach in their work 6 months after the training.

In addition some qualitative information will be gathered to inform the evaluation at the end of years 1 and 2; this will include:

- Feedback on the impact of the training on practitioners knowledge and

practice;

- Feedback from parents who have been supported by a practitioner using the Solihull Approach;
- Feedback from Managers on the impact on staff.