Appendix 2 **Year 3 2019/20 Progress Report – Master**

What we aim to improve
Strategic Priority - Early Intervention and Support
WBIs – Safe, Healthy, Nurtured and Respected
1. Women are supported during pregnancy and the post-natal period 2. Women who are vulnerable to risk are supported throughout their pregnancy and during the postnatal period 3. Children and young people are supported to be healthy and their well-being needs are met 4. Children achieve their appropriate developmental milestones by 13-15 months, 27-30 months review and on starting P1 5. Children and Young People reach their potential for their age and ability 6. Children and Young People have opportunities for play and development and are ready to learn 7. Children and Young People experience positive parenting and good attachment

How we plan to do it

Outcome	Action	Evaluation	Action Lead and Person Reporting	Where are we now in terms of progressing each action?	What evidence do we have of this progress?	Delivered across Multi-agency or Single agency
Women are supported during pregnancy and postnatal period	Promote use of continuity of planned antenatal care packages with Midwifery teams	Number of Care packages in place % of continuity in the AN, intrapartum and PN period	Consultant Lead Midwife **J Lambert**	All teams have developed action plans and driver diagrams. A named Midwife and Buddy Midwife are available for antenatal mothers.	• Data is collated monthly • Runs charts are visible in all maternity units in Argyll and Bute (ex. Helensburgh)	Single agency Health
	Monitor Carbon Monoxide levels at each core contact	Carbon Monoxide levels reduced	Consultant Lead Midwife **J Lambert**	One team has embedded this work and will buddy another team to upscale.	Evidence of continuity and regular testing if Carbon Monoxide is greater than 4 parts per million. Monthly data	Single agency Health
	Promote GIRFEC process of early intervention antenatally	Audit of antenatal plans	Consultant Lead Midwife **J Lambert**	Pre-birth pathway working well across all areas of Argyll and Bute (excluding Helensburgh which receives services from NHS GGC)	Data collated on core and additional families and number of active Antenatal plans	Multi-agency

Children and young people are supported to be healthy and their well-being needs are met	Promote the benefits of breastfeeding across all agencies	Number of training sessions delivered	Consultant Nurse Children and Families **P Renfrew**	All maternity units provide 1 to 1 parent craft education classes. Breastfeeding awareness sessions in all early years establishments across A&B.	• Parent craft flyers and attendance sheets • Maternity diaries • Feedback	Multi-agency
	Promote and teach breastfeeding in nurseries, schools and with antenatal women	Training programme	Consultant Nurse Children and Families **P Renfrew**	All early years establishments have received training and resources for breastfeeding, this is now embedded across Argyll and Bute Breastfeeding awareness sessions for P1 to P7 now rolling out across A&B More vulnerable antenatal women are seen routinely by Infant Feeing Support Worker (IFSW). Highland 'in on the act breastfeeding scheme' is now being exchanged for the governments New breastfeeding friendly Scotland scheme. All existing participants are being changed over and are receiving new resources and new participants are being approached.	• Feedback • IFSW stats	Multi-agency
	Train education staff to deliver 'good to go' programme in all schools across Argyll and Bute	Number of training session delivered in schools	Paediatric Dietitian **Jan Chapple**	Training resource has been updated and link resources added. In coordination with education colleagues we are planning and	Record of training calendar and staff attended	Multi-agency

				delivering education in schools in Argyll and Bute		
	Support schools to deliver 'good to go' healthy ea0ting programmes	Number of training session delivered in schools	Lead Paediatric Dietitian **Jan Chapple**	We are supporting schools by providing initiation resources, materials and professional support if required.	We are recording initiatives and collating evaluations	Multi-agency
	At child's 6-8 week review Health Visitors to encourage parents to register their child with a dentist by their first birthday	Number of dental registrations	Oral Health Improvement Manager **Elizabeth Peat** **Margaret Morrison**	Established HV to Childsmile referral pathway for families identified by Health Visitor (HV) as benefiting from Childsmile service and support into dental services The recommendation is for HVs to identify those children at greater risk for referral into Childsmile to address inequalities in our communities Recognised oral health resource material in the Universal HV pathway at key contacts by the early years team	• 3-5yr olds registered with a Dentist Sept 2019 • April 2019 - March2020 264 referrals SIMD 1-5 to Childsmile • Comment - NHS Highland (not including data for A&B) 0-2yr olds registration figures for Sept 2019 43.4%	Single agency Health
	Implement the Pregnancy and Parenthood in Young People (PPYP) Strategy	Action plan data	Argyll and Bute Children's Strategic Group **J Lambert P Renfrew A Paterson**	Governance now sits with A&B CYPIC group Actions in the plan updated Testing and consolidation of Maternity Care Assistant roles in Bute, Cowal and Oban	• Reports Feedback from Team Leads and staff. Initial feedback is positive but there is a need to focus on additional support for YP and vulnerable families	Multi-agency
Children achieve their appropriate	Implementation of the Universal Health Visiting pathway for all children, with increased home	Number of Home Visits undertaken	Consultant Nurse Children and Families	The Universal HV pathway commenced implementation incrementally in May 2015	Data collection on HV contacts as per the pathway	Single agency Health

developmental milestones by Primary 1	visiting contacts		**P Renfrew**	and will be fully implemented this year (2020)		
	Support, monitor and promote uptake of 13 – 15 month and 27 – 30 month reviews	Number of children with completed reviews	Consultant Nurse Children and Families **P Renfrew**	13 – 15 month and 27 – 30month reviews are fully embedded in practice	Data collection on the child health surveillance pre-school reviews	Single agency Health
	Ensure Developmental Milestones are measured for all 3 and 4 year olds	Develop-mental milestones data	CYPIC/ EY Team **K Johnston**	• Milestone data routinely collected bi-annually • Continue to ensure practitioners have a shared understanding of children achieving their developmental milestones and that the data they collect is robust	Annual developmental milestone report with evidence of data analysis outlining: 1. The overall percentage of milestones achieved 2. The percentage achieved within each milestone 3. The percentage achieved within each locality	Single agency Early years education
Children and Young People reach their potential for their age and ability	Maintain and promote the Bookstart programme (including training for staff)	Education Reports	EMT **L Burgar**	In partnership with Live Argyll we continue to build capacity within communities and Early Learning and Childcare settings to deliver Bookbug sessions. The following groups were trained to deliver Bookbug sessions in 2019: • 6 Early Years Modern Apprentices • 20 staff members, mostly LiveArgyll Library staff) Another training was planned March 2020 with 22 participants signed up - this is on hold due to lockdown Bookbug Session stats:	Monitor number of participants trained and number of sessions delivered • Bookbug attendance figures 5388 adults and 887 children	Multi-agency

				887 Bookbug Sessions took place in 2019/20 and was attended by children	• Some stats were unobtainable due to furlough constraints.	
	Implement the 3-18 Numeracy and Mathematics strategy and the 3-18 Literacy strategy	Education Data	EMT **D MacAllister** **K Johnston** **P Inglis**	**Numeracy** - Guidance for the early acquisition of numeracy has been created for all schools and training will be provided to P1 practitioners. **Stages of Early Arithmetical Learning (SEAL)** SEAL training has continued with another 10 schools, 27 schools now involved. The Principal Teachers for Literacy and Numeracy have worked with the Early Years Team on extending the Learning and Development Framework to include progression in Literacy, numeracy and developmental milestones until the end of Primary One. This is in the early stages of development and is being rolled out with pilot provisions. **Literacy** – P1 guidance and training was provided for all schools. PT Literacy has been supporting schools across the Authority with early literacy. Feedback from practitioners and SLT have	Feedback from parental questionnaires was positive regarding confidence with SEAL approach. Positive feedback from practitioners regarding P1 numeracy guidance. Most schools recorded a notable increase in attainment in NIF data compared with last year. Practitioner feedback **Literacy** The Emerging Literacy project has been in place across the Authority for three and a half years. In that time over 40 schools and associated staff across Argyll have been involved during that period with 36 establishments engaged at present. "Buddy Networks" are operating across clusters led by Practice Leads. Schools and staff involved are enthusiastic about the importance of a developmental	Single agency Education

				been positive. Some Early Years establishments and P1 teachers are beginning to trial the resources to support the tracking and monitoring of children's progress through the whole of early level, from age 3 to the end of P1. This is continuing to develop early pedagogical approaches to teaching literacy in P1. PT for Literacy has been working with the Regional Collaborative on emerging literacy, now involving 24 schools. This is developing the planning for foundation skills across education establishments as well as tracking the skills developments from early years through P1. This is developing consistency of expectations relating to phonics: speed, encoding & decoding together, approaches rooted in music, movement, and rhythm. It is also separating sound acquisition from handwriting, delaying formal handwriting until developmentally appropriate. Staff have been supported with creating contexts for writing within play and creating literacy rich environments.	approach which meets the needs of our youngest learners. The Emerging Literacy approach is currently being evaluated for impact across the Northern Alliance, with particular findings in Argyll and Bute- • Data has been collected and analysed and this has been used by the Early Years Team to identify development needs for ELC going forward. • Particular areas for improvement have been identified in Rhyme Production and Word Boundaries. This has been analysed by locality and Excellence and Equity Leads, Education Support Officers and managers have identified ideas for change to close the gap in settings. The key drivers for this have been identified and tally with the new National Practice Guidance, Realising the Ambition. • The Early Years Team have developed tracking and moderation across Early Level using the Emerging Literacy progress overview to support collegiate discussion. Training has been rolled out to all Authority ELC establishments and is currently being piloted as an online format. • Northern Alliance Emerging Literacy meetings have taken place using remote conferencing and have continued during the current restrictions.	

				This has developed confidence that we are approaching early literacy in a way which has a positive impact of pupils' achievement and wellbeing. It has increased confidence in practitioners in developing literacy and increased understanding of how to gather a range of evidence to evaluate against the early level Benchmarks. There has been increased collaboration with Early Years settings as well as building of stronger parental partnerships and understanding of the importance of these.	• A questionnaire is due to be issued to all practice leads in the form of a 'Survey Monkey' by the end of May • Two case studies are in progress across the Authority and will be completed remotely by practitioners involved. This will be linked to QIs 2.3. and 3.2 – Learning, Teaching and Assessment and Ensuring Children's Progress.	
	Continue to support and challenge schools to raise attainment overall as measured by national examinations and the National Improvement Framework measures for Literacy and Numeracy	Benchm ark Data	EMT **L Connor** **Alison MacDonald**	• Continued work from Education Central Officers through quality improvement visits • Input at Head Teacher meetings, and training delivered on Insight and the BGE Benchmarking tool • Professional dialogue discussions take place in August and September to analyse the performance data, and subsequent strategy	Evidence of impact from quality assurance visits minutes. Quantitative SQA and National Improvement Framework data available in August.	Single agency Education
	Continue to promote and train staff on adopting the Model for Improvement (Mfl) methodology	Number of staff trained on Mfl	CYPIC **K Johnston P Renfrew**	The number of staff attending national MFI training and Scottish	• Data and run charts on the number of multiagency staff trained on the Model for Improvement methodology	Multi-agency

				Government led practicum has increased over 2019/20 MfI trained staff will become part of the MfI faculty group who will be trained on delivering the MFI and QI approach in localities through practitioner forums.	• Number of staff trained as Scottish Improvement Leads and /or coaches • CYP Improvement Collaborative faculty • Number of staff participating in Scottish Government led practicum's • Quality Improvement Award	
Children and Young People have opportunities for play and development and are ready to learn	Develop Play Strategy linking to National Play Strategy	Development of strategy	CYPIC CPP **AP / KJ**	Argyll and Bute work to the principles set out in the National Play Strategy	• Health Visitors distribute Play@Home books and support parents to promote play at home and by attending BookBug rhyme time and Paytalkread sessions • Early years settings and school promote free play and learning through play • Curriculum for excellence promotes playful learner-led approaches	Single Agency Education
	Provide learning through play opportunities for children and identify next steps for learning	Developmental milestones data	Early Years Team **K Johnston** **W Brownlie**	• Data is gathered twice per year for developmental milestone progress and analyse outcomes • Each ELC setting receives at least two support visits per year – one focused on 'Learning and Development' and one on 'Care and Welfare'	Developmental milestone data for June 2020 may be delayed due to COVID 19 ELC Visit reports identifying useful next steps for each setting	Single Agency Education
Children experience positive parenting and good attachment	All parents of 3, 4 and 5 year olds have access to Incredible Years or Triple P Parenting programmes (Psychology of Parenting Programme (PoPP)	PoPP data	CYPIC **R Quelch**	Incredible Years, Triple P Parenting programmes and the Changing Lives Initiative are promoted and delivered through the Psychology of Parenting Programme (PoPP) across Argyll and Bute.	PoPP data Number of programmes delivered Number of parents attending parenting sessions CLI data Number of awareness sessions Number of parents attending parenting sessions	Multi-agency

	Implement the recommendations of the Adverse Childhood Experience's (ACEs) Report	Evaluation of ACEs action plan	A&B Health Improvement Team **S Campbell**	Dedicated steering group established • In Touch with Distress and raising awareness conferences in Feb and March 2019. Director of Public Health Annual Report 2018 focused on ACEs, this report was presented to the CPP and IJB • Use of social media to promote events and information on ACEs (Argyll ACEs hub) • NES Opening Doors video resource available • Guided Self-Help Study in Secondary School. First school completing June 2019. Two further schools' pilots planned • Stress and Resilience sessions delivered HSCP staff Trauma Training Pilot – funding secured (£40000) to develop, deliver and evaluate appropriate training to staff groups utilising the NES Framework. Funding secured as a result of work already undertaken in A+B. Trauma training event held Dec 19 in Dunoon with around 90 staff – evaluation undertaken. Senior	ToR in place and group meet quarterly Licenses for ACEs film 'Resilience' purchased; the number of partners accessing the licence to show the film to staff teams Number of people accessing events and resources Feedback from Pilots Feedback and number of staff accessing the sessions Evaluation undertaken – report in draft (now on hold due to COVID) 10-20 staff and members of the community attended	Multi-agency HSCP

				Managers priority area. (Peter Cartwright Lead) SHIAN training delivered and evaluated Jan 2020 (Peter Cartwright contact) Building Resilient Communities Conference 18th Feb. Partners from Third and Independent Sector, NHS and Council. NES Opening Doors Resource used for training. Community ACES event delivered in Islay. Funding provided by ADP, supported by Public Health. Social Media Communications to promote NES Opening Doors and Sowing Seeds resources. Guided Self-Help Study – One new school started study – study incomplete due to COVID-19. Some data collected from initial school and teaching packs developed. Discussion with SLT HSCP over Resilience and Trauma Informed and Responsive approaches in times of COVID https://nhshighland.publichealth.scot.nhs.uk/wp-content/uploads/2020/03/A-Public-Health-Approach-to-Understanding-Resilience-COVID19.pdf		

What we aim to improve
Strategic Priority - Mental Health and Wellbeing
WBIs –Safe, Healthy, Active, Nurtured, Respected, Responsible and Included
1. Pregnant and new parents are supported to recognise the importance of early attachment 2. Parents and carers are supported to deal with behaviour issues 3. Children and young people's mental health and wellbeing outcomes improve 4. Our children and young people's wellbeing and resilience is supported through physical activity and sport 5. Young carers needs are recognised and appropriately met 6. Children, young people and their families are supported to overcome inequalities and poverty

How we plan to do it

Outcome	Action	Evaluation	Action Lead and Person Reporting	Where are we now in terms of progressing each action?	What evidence do we have of this progress?	Delivered across Multi-agency or Single agency
Pregnant and new parents are supported to recognise the importance of early attachment	Encourage attachment through breastfeeding and skin to skin contact	Breastfeeding data	CYPIC **P Renfrew**	All women have a conversation with their Midwife about the benefits of skin to skin contact	• Percentage of women currently breastfeeding at birth (68%) • Antenatal Conversation sheets provide evidence of the breastfeeding discussion the Midwife has with women • UNICEF internal quarterly audit reported to NHS Highland Maternal Infant Newborn Framework group	Single agency Health
	Midwives, health visitors and early years staff support parents at all contacts and parenting support groups to understand the importance of attachment	Qualitative Feedback from staff	CYPIC **P Renfrew** **K Johnston**	Conversation tools are fully embedded in practice. All staff are encouraging attachment and bonding whether	• Staff questionnaire • Feedback from parents	Multi-agency

				the baby is breast or bottle fed. Staff are also encouraging women and partners to use the slings given to them in their baby box.		
Parents and carers are supported to deal with behaviour issues	Parents are offered 1:1 parenting support and encouraged to attend local parenting programmes	Parenting data	CYPIC **PR/KJ/ A McKenzie**	Parents are routinely offered 1:1 parenting support in the home, this is followed up by an opportunity to attend Psychology of Parenting Programmes (PoPP) either Incredible Years or Triple P parenting sessions delivered in localities	PoPP data on parenting groups Verbal feedback from Health Visitors, Nursery Nurses and Social Workers on 1:1 parenting interventions	Multi-agency
Children and young people's mental health and wellbeing outcomes improve	School nurses and Primary Mental Health Workers (PMHW) receive referrals for early mental health support	CAMHS waiting time targets	NHS Highland Argyll and Bute HSCP **Brian Reid/ Patricia Renfrew**	School nurses and PMHWs are receiving referrals for early mental health support. School nurses have received mental and emotional well-being training as part of the transforming school nursing role programme Scottish Government funding for an additional 4.0 WTE School Nurses. The nurses are currently undertaking the specialist school nursing qualification	School Nurse referrals CAMHS waiting time data Number of school nurses attending training Training evaluations	Single agency Health
	Children and young people with elevated mental health concerns are seen timeously by CAMHS	CAMHS waiting time targets	NHS Highland Argyll and Bute HSCP	Argyll and Bute CAMHS have expanded to include an Argyll and Bute HSCP service	Reports	Single agency Health

			Brian Reid	covering Bute and Cowal. Additional Band 7 and Band 6 CAMHs posts now recruited to CAMHS staff are working within Mental Health Access Improvement collaborative with SG to address barriers to access.		
Our children and young people's wellbeing and resilience is supported through physical activity and sport	Design and deliver specific target group developments to create inclusive programmes. Including: child healthy weight, disability, teenage girls, non participants of physical education, health inequalities	Sport and Leisure Service Plans	Active Schools	• Disability Inclusion - Forum continues to ensure a region wide partnership approach. - Zone Club continues in Dunoon, supporting those with Additional Support Needs to engage in programmes. • Females: Programmes focusing on Dance Leadership and netball participation were planned for roll out pre COVID - 19. • Non- Participants Localised planning with each of the schools to ensure we're able to target those who are	2018/2019 Total Number of Participants: 5438 Additional Support Needs & Disability Total number of young people who report to have a disability or Additional Support Need that took part in Active Schools Programmes: 1957 Gender Number of males and females involved in Active Schools programmes Male - 2946 Female - 2493 Scottish Index of Multiple Deprivation Total Number of young people from SIMD 1 & 2 who took part in Active Schools Programmes. SIMD 1 - 126 SIMD 2 - 331	Multi-agency

				inactive. Each School has a unique plan which has programmes tailored for their needs. • Health Inequalities Pilot breakfast and activity programme rolled out in South Kintyre, for young people. • Broader Range of Activities Offered By working with leisure colleagues and wider partners, we are creating targeted programmes to increase the range of activities on offer.	Free School Meals Total number of young people who access free school meals, who took part in Active Schools Programmes: 557	
	Deliver outdoor learning programmes for children and young people across A and B	Education data	EMT **W Brownlie**	65 staff have been trained in bespoke wild things training which has significantly increased the level and quality of outdoor play. We have developed our own outdoor learning qualification which we will deliver with SQA approval from session 20/21 The Early Years Team has also worked with Stramash to deliver training on Outdoor	SEEMIS data Feedback from children and staff	

				Learning through the Seasons in Argyll & Bute. This training involved 4 days of training, in different seasons throughout the year, in each of the 4 local areas, with the aim of creating a resource at the end which can be shared across all ELC settings. 50 staff have been trained		
	Increase the number and diversity of participants in Active Schools	Education data	Active Schools	Localised planning with each of the schools to ensure we're able to target those who are inactive. Each School has a unique plan which has programmes tailored for their needs. Young ambassador programme allows us to gather the views of the young people, and ensure programmes are in place which are suitable and desired Use of SEEMIS data to target groups of young people within schools.	2018/2019 Total number of Participants - 5,499 (52% of school roll). Total number of visits - 126,093 to Active Schools Clubs.	Multi- agency
	Improve the connections between schools and clubs	Sport and Leisure Service Plans	Active Schools	New "club pro-forma" used to record all the relevant information on clubs which engage with Active Schools, ensuring we are signposting to safe environments. New Club accreditation to be	Active Schools linked to schools - 89, as recorded by ASMO	Multi- agency

				rolled out in Summer of 2020. Number of clubs we link with decreased to 89, thought to be down to the new process for improving links with good community clubs. Community Sports Hubs growing in Oban, Dunoon, and Islay. Tiree and Bute also continue to develop.		
	Engage looked after and accommodated children (LAAC) in activity	Corp Par Data	Corporate Parenting Board **P Hoey**	Corporate Parents routinely promote activities and with C&YP and LAAC reviews take cognisance of how active YP are at the LAC review	Update and feedback to the Corporate Parenting Board	Multi-agency
Young carers needs are recognised and appropriately met *(The Young Carers Act will be implemented from 1st April 2018. The Act places a duty on local authorities and relevant health boards to jointly prepare a local carers strategy which must contain information relating to the particular needs and circumstances of young carers)*	Young carers are identified as being under 18 years old and still pupils at school	Children and Young People Survey	AB Children Strategic Group **Brian Reid**	This action is being reviewed as not many young carers meet the criteria for opening a Child's Plan		Single agency Social work
	Implement the Carers (Scotland) Act 2016.	Qualitative Feedback	H of S C and F **Brian Reid**	Carers' Centres and appointed 3rd sector groups are using Young Carers Statement to support proving support	Young Carers Statements Report to Carers Implementation group	
	Young carers should have a Child's Plan to ensure all appropriate help and support is in place for them. After 31st March 2018 Young Carers should be assessed and have a statement stating their identified personal outcomes, their personal needs, the support needed to be provided by the	Child's Plan audit	GIRFEC Implement ation Group **Brian Reid** **P Renfrew**	Young Carers are assessed and have a statement stating their identified personal outcomes and needs, this statement identifies the support required for the young carer	Young Carers Statements	

	local authority to meet those needs.					
Children, young people and their families are supported to overcome inequalities and poverty	Further develop the partnership approach to maximizing income through Citizens Advice Bureau Money Advice projects	Citizen's Advice Bureau Data	Citizen's Advice Bureau **Gillian McInnes**	Nurseries, midwifes and health visitors routinely contacted as a reminder of CAB does and how to refer clients to us.	Emails and referral forms	

What we aim to improve

Strategic Priority – Children and Young People's Voices
WBIs – Respected, Responsible and Included
1. Children and young people understand their rights as laid out in the United Nations Convention on the Rights of the Child (UNCRC) 2. Young people and their families are supported to express their views and are supported to participate in individual and service planning 3. The views of all children and young people are listened to and responded to when taking decisions 4. Children and young people with additional support needs feel included and are supported in the community

How we plan to do it

Outcome	**Action**	**Evaluation**	**Action Lead and Person Reporting**	**Where are we now in terms of progressing each action?**	**What evidence do we have of this progress?**	**Delivered across Multi-agency or Single agency**
Children and young people understand their rights as laid out in the United Nations Convention on the Rights of the Child (UNCRC)	Develop use of Rights Respecting Schools (RRS) programme	CYP Feedback	Argyll and Bute Children's Strategic Group **GG**	The Education Service has continued with its Service Level Agreement with UNICEF as part of collaborative work through the Northern Alliance. This entitles schools all of our schools to support and accreditation visits at no cost;	Increased engagement of schools in the programme total of 33 schools (up from 17 last year) Increased evidence of the	

				the only cost for schools is initial registration. The Authority Strategic Lead has continued undertake training and development activities with the UNICEF lead and been a joint assessor for 3 Silver visits as well as a lead assessor for Bronze accreditation. The Authority Strategic Lead has delivered Bronze to Silver workshops at both school and cluster level and, most recently, online as a response to COVID-19 lockdown. The Authority Strategic Lead has worked in collaboration with the Early Years Team to deliver training to EY practitioners around rights-based approaches. The Authority Lead sits on the steering group for statutory Children's Rights Reporting We now have 13 schools at Bronze and 6 at Silver, with an additional Gold accreditation visit booked for the autumn of 2020 (postponed from June 2020 due to COVID-19).	language of Children's Rights in school improvement plans and other planning documents Education activity is reported within the draft statutory Argyll and Bute report on Children's Rights Activity Training delivered on 2.10.19, 14.2.20, 10.3.20 and 3.4.20. The RRSA journey involves stakeholder engagement questionnaires as part of the inbuilt impact assessment so progress in terms of awareness and engagement is measured as part of the process	

	Promote understanding of the wellbeing indicators with children, young people and families	CYP Feedback	Argyll and Bute Children's Strategic Group **PR**	Infomercial developed for use in schools to promote understanding of the Named Person role and the Well-being Indicators	Infomercial now in use across the authority Argyll and Bute were successful in winning the Quality Improvement Top Team Award for this work	
Young people and their families are supported to express their views and are supported to participate in individual and service planning	Provide communication tools for children and young people at Child's Plan meetings e.g. Measuring outcomes and an introduction to well-being tools	Child's Plan Audit	GIRFEC Implementation Group **PR**	Named Persons and Lead Professionals have measuring outcomes packs and an introduction to well-being tools They also have access to the well-being bingo game GIRFEC Advisors also provide support to Named Persons and Lead Professionals	Availability of resources, tools and training	Multi-agency
	Develop mechanisms to enable children and young people to fully participate in school planning e.g. through School Pupil Councils	CYP Feedback	Youth Services **MT**	• Education management team have three improvement visits each year, and education officers work with head teachers to analyse the impact of the participation from pupil councils • Young people are also included in the improvement planning process in schools and participate in school reviews and inspections. Several schools are actively involving young people in planning process however still progress to be made • Young people in each of the Council areas attend	Feedback during establishment reviews shows Pupil voice is part of school's improvement agenda.	

				Area Community Planning Groups to discuss how they can be better represented at meetings		
	Develop a consistent approach for the involvement and engagement of children and young people in decision making across all services	CYP Feedback	Youth Services **MT**	Young people are being supported to attend and participate on decision making forums. Training and CPD offered in involvement and engagement of young people. Review of youth forums and youth voice structure completed and recommendations produced. Community Learning service in advance stages of implementing a co-production model for service delivery. A partnership project using the Model for Improvement and Quality Improvement Methodology to progress Children and Young People's	- All local forums attended and presented at least once to Area Planning Groups. - Helensburgh and Lomond Youth Forum (HLYF) are now full members of the Helensburgh and Lomond Area Planning Group and young people from the forum attend meetings. - Argyll and Bute MSYPs are now full members of the Argyll and Bute CPP. Community Learning provide ongoing support to the young people involved. - Young people are supported to attend partnership groups such the Argyll and Bute Alcohol and	

				Strategic Engagement is underway. The aim of the project is to develop a model that can be used by partner agencies to improve involvement of young people in the planning and co-design of services.	Drugs Partnership and the Champion's Board for Care Experienced young people. - Workshop on Child Rights and Wellbeing Impact Assessment (CRWIA) for senior officers from all sectors held	
	Promote the use of 'Having Your say' forms or appropriate alternative forms of communication for children attending hearings	Audit	Argyll and Bute Children's Strategic Group **Kenneth Ritchie**	C&YP do not routinely complete and return the notification about hearings 'All about me forms'	No data available	
The views of all children and young people are listened to and responded to when taking decisions	Promote use of Viewpoint tool	Audit	Child Protection Committee **Lead Officer CP**	Care experienced Children and YP are encouraged and supported to complete the Viewpoint tool to express their views	People Viewpoint Data, % of Children and Young People reporting they feel: Safe 89% Healthy 65% Achieving 70% Nurtured 93% Active 67% Responsible 79% Respected 73% Included 72%	
	Through the Model for Improvement methodology develop PDSA tests to increase the number of recorded views in Children and young people's plans	Audit	GIRFEC Implementation Group **PR**	Tools and resources have been developed and tested to raise awareness of GIRFEC processes with children and young people.	PDSA run charts Verbal feedback	

				As a result of this work Argyll and Bute won the top team award for Quality Improvement (QI) at the national QI Awards in November 2019 Further work is underway in this area to ensure this is embedded in practice	Quality Improvement Application and Award	
	Through the Model for Improvement methodology develop PDSA tests to increase the number of recorded views of Parents in Child's Plans	Audit	GIRFEC Implementation Group **PR**	The *'What matters to me'* form developed and tested in Cowal Health Visiting team. The form has been rolled to out to other areas. As a result of this work Argyll and Bute won the top team award for Quality Improvement (QI) at the national QI Awards in November 2019 Further work is underway in this area to ensure this is embedded in practice	PDSA run charts Verbal feedback Quality Improvement Application and Award	
	Children's Panel members prioritise children and young people expressing their views of children at children's hearings and record this in the Record of Proceedings from Hearings	Audit	SCRA **Kenneth Ritchie**	**In the Children's Hearings (Scotland) Act 2011, Section 27** It is a fundamental requirement that the views of the child are considered. This section applies where a children's hearing is coming to a decision about a matter relating to a child. The children's hearing must, so far as practicable and taking account of the age and maturity of the child give the child an opportunity to indicate he wishes to express views and if so, give the child an opportunity to express them.	This is not information which has, to date, been subject to internal audit by SCRA as it falls principally in the purview of CHS and is essential and fundamental to the conduct of children's hearings	

				The panel members are required to have regard to any views expressed by the child. Although generally a child who is aged 12 or over is presumed to be of sufficient age and maturity to form a view for this purpose panel members will regularly extend the opportunity for private discussion to younger children who indicate they would like to do so. Panel members are required to take account of a child's views however expressed. In terms of rule **8.** of **The Children's Hearings (Scotland) Act 2011 (Rules of Procedure in Children's Hearings) Rules 2013** "Where any document is to be given to members of the children's hearing or pre-hearing panel under, or by virtue of, the Act, or these Rules, the document must contain any views expressed by the child which have been given to the person who has prepared that document." In terms of Rule **6,** The chairing member of the children's hearing must take reasonable steps to ensure that any child is able to understand the proceedings; and participate in those proceedings and where, during the proceedings, the child wishes to express a view, make reasonable arrangements to enable the	In respect of the options available for children to express a view, these are subject to continuous revision and innovation	

				child to express those views in the manner preferred by the child. All panel members undertake chairmanship training even if		
Children and young people with additional support needs (ASN) feel included and are supported in the community	Implement *Self Directed Support Action Plan*	Review take up of direct payments	Head of Service Children and Families **B Fanshawe**	A review of services for children and young people with disability to consider future models of provision including looking at closer integration with adult disability services and to increase uptake of the full range of SDS options in planned by 2021		
	Evaluate community activities for children and young people with ASN	Service User feedback	TSOs Youth Services **Katrina**	A programme of engagement through members of the Third Sector Partnership has been developed to establish a shared definition of ASN and which incorporates the UNCRC and encourages input and involvement of TSO's to a degree which suits their capacity and need.	Logic Model	

What we aim to improve
Strategic Priority – Child Protection
WBIs – Safe, Healthy, Nurtured and Respected
1. Pre-birth women who are vulnerable to risk are supported during pregnancy and post-natally 2. Children and Young people are protected from harm at home, at school and in the community 3. Young people are safe and can access appropriate accommodation on leaving care 4. Children's plans (Child Protection and GIRFEC) are SMART and outcome focused

How we plan to do it						
ectionOutcome	**Action**	**Evaluation**	**Action Lead and Person Reporting**	**Where are we now in terms of progressing each action?**	**What evidence do we have of this progress?**	**Delivered across Multi-agency or Single agency**

Pre-birth - Women who are vulnerable to risk are supported during pregnancy and post-natally	Promote early antenatal booking to ensure women across the SIMD quintiles can access maternity care and support as early as possible for both maternal and infant outcomes	Audit	Consultant Lead Midwife **J Lambert**	Midwife as first point of contact now widely advertised. Pre booking appointments now around 8 weeks with booking apt before 12 weeks. Healthy Start Vitamins given at first point of contact	Monthly Data returns	
	Work to reduce maternal stress and resulting harm to unborn child through: ▪ Early intervention and targeted support for parents ▪ Working with fathers to improve secure attachment ▪ Signposting to money advice project ▪ Routine enquiry for risks of domestic abuse in pregnancy and postnatal period	Audit	Consultant Lead Midwife **J Lambert** **P Renfrew** **G Davies**	Best Start and GIRFEC principles are embedded in practice. The Named Midwife co-ordinates the care plan throughout pregnancy with families and involvement of wider team if necessary. Antenatal planning meetings arranged to suit families at appropriate stage	Best Start resources assist with the development of Maternity " hubs" in each CMU to offer a more streamlined "one stop shop" approach	
	Plan to improve maternal nutrition by: ▪ Promotion of breast feeding ▪ Promotion of Healthy Start	Audit	Consultant Lead Midwife **J Lambert** **P Renfrew**	Families are given information on Best Start and are supported to complete the application (if necessary) this happens from 24 weeks gestation Best Start food vouchers replacing Healthy Start scheme from Summer 2019	Four Infant Feeding Support Workers (IFSW) cover the four main localities of Argyll and Bute and provide additional input antenatally/postnatally. Keyworkers in all areas provide support to peer supporters, staff, and families.	
Children and Young people are protected from harm at home, at school and in the community	Implement Child Protection Improvement Plan	CPC self evaluation	Child Protection Committee **LS**	The EEI process has been reviewed and a Domestic Abuse Referral pathway to Named Person has been developed	Implementation is monitored by the CPC evidence in CPC minutes and reports	

				Social Work Practice Lead development programme implemented Young Person Support and Protection Protocol implemented and being used as appropriate- currently being reviewed by the CPC High Risk working group CPC website has been updated and suite of Guidance, Procedures and Protocols has been reorganised with brief outline of each document. CPC has moved to Pyramid based live performance Guidance for chairing child protection core groups has been implemented and review is partially completed It is also anticipated this guidance, can be applied to how child protection case conferences are managed.	Initial findings indicate they are being used and have had a positive effect on family contribution by using the chronology and plan as the agenda and focus on the existing strengths within the family and current risks and how they can be reduced.	
	Develop and implement Road Safety Action Plan to ensure road safety continues to improve over next 3-5 years	Audit Report	Police Scotland **Graham Cor?**	No update available		

	Implement Local Fire and Rescue Plan for Argyll and Bute	Audit Report	Scottish Fire and Rescue Service **S McLean**	The plan was implemented and progressed against over the year	The service responds to their performance to the Community Services Committee on a quarterly basis, against the plan	
Young people are safe and can access appropriate accommodation on leaving care	Increased availability of specialist housing provision for young people who are looked after	Audit Report	Through care Aftercare Forum **P Kyle B Moore D Whyte**	100% of care leavers offered accommodation, Draft Housing protocol presented to CPB	Reports to CPB, Draft Protocol	
Children's plans (Child Protection and GIRFEC) are SMART and outcome focused	Embed the work of the Quality Improvement Group so all child plans make a practical difference by being specific, measurable, achievable, realistic and time-based	Audit	Quality Improvement Group **P Renfrew Mark Lines LO CP**	Key priorities have been identified for the GIRFEC Advisors/Quality Improvement group and the A&B Children and Young People's Collaborative.	Action Plans	
	Use the improvement methodology of PDSA testing to ensure all children have a multi-agency chronology	Data	Quality Improvement Group **P Renfrew Mark Lines LO CP**	Initial findings in the test area have been positive, there is also evidence that this is happening in other area. The next PDSA test involves scaling up to ensure all partners are involved	PDSA tests	

What we aim to improve
Strategic Priority – Corporate Parenting
WBIs – Achieving, Nurtured and Respected
1. Improve the educational attainment of Looked After Children (LAC) and Young people 2. Children and young people who are looked after have better long-term outcomes 3. Care leavers accommodation needs are appropriately met 4. The emotional wellbeing of Looked After Children is improved 5. LAC and care experienced children are considered for diversion from prosecution/custody 6. LAC children will have a plan for permanence in place within 6 months of admission to care

How we plan to do it						
Outcome	**Action**	**Evaluation**	**Action Lead and Person Reporting**	**Where are we now in terms of progressing each action?**	**What evidence do we have of this progress?**	**Delivered across Multi-agency or Single agency**
Improve the educational attainment of Looked After Children (LAC) and Young people	Support schools to raise attainment overall as measured by national examinations	Education data	Education Management Team **L Connor GG**	Argyll and Bute Schools used data including National Achievement of a Level Data, Scottish National Standardised Assessments, other standardised assessments, and school tracking information to establish the attainment gap in their school for pupils experiencing poverty. From the data gathered schools identified the areas of focus for their Pupil Equity Fund interventions in 19/20 as being Literacy, Numeracy/Maths and Health and Wellbeing. Specific interventions deployed in more than 50% of the schools receiving PEF funding included: • Targeted approaches to Literacy and numeracy • Social and Emotional Wellbeing • Use of Evidence and Data	Evaluation of PEF funding on LAC	

				• Differentiated Support • Promoting a High-Quality Learning experience • Early intervention and prevention • Promoting healthy lifestyles. • EDU106_01i Extend tracking and monitoring to include all pupils from P1 to S3 using individual Progress and Achievement tracking and national Achievement of a Level (ACEL) data • EDU106_04i Complete the second cycle of individual tracking and monitoring of all Senior Phase pupils to ensure that progress and attainment are in line with the individual expectations for each child • EDU106_03i Improve the quality of our flexible learning planning by working with local employers to provide a range of nurturing work placements for our looked after and care experienced children	Tracking systems in place and scrutinised by members of the central team Tracking systems in place and scrutinised by members of the central team All FLPs for looked after children submitted to and approved by Education Lead for Looked After Children Looked After Health and Wellbeing Family Liaison Officer post created and staff recruited. Education staff involved in Child Journey Audit. Training provided around risk assessment and management for education staff. Findings from Serious Care Reviews shared.	Single Multi Agency

				• EDU106_02i Monitor and evaluate the impact of the multi-agency planning, review, and risk management processes for our looked after and care experienced children		
	Work with partners to enhance schools vocational programmes	Education data	Education Management Team **M Turnbull**	633 Foundation Apprenticeship places were offered by 5 providers in 12 different work streams. The most popular being Social Services Children and Young People (155), Business Skills (124), Social Services and Healthcare (95) and Creative and Digital Media (94). 558 pupils took part on a wide range of Skills for Work courses delivered in partnership with Argyll College All schools have developed school/employer partnerships with local businesses. Dunoon Grammar School was crowned the UK's European Entrepreneurial School of the Year at a prestigious ceremony in Helsinki. The European Entrepreneurial School Awards recognise outstanding schools that	All secondary establishments have a minimum of 3 Developing Young Workforce partnership (DYW) arrangements for school employer collaboration in supporting knowledge and understanding of world-of-work and applicable skill – this target has been achieved and will be ongoing Appointment of new staff who are working with Employers and the Education Service to progress the DYW Agenda DYW development plan in situ	

				are championing entrepreneurship		
Children and young people who are looked after have better long-term outcomes	Deliver family interventions that work to strengthen families so that children can safely stay with them	LAAC Plans Audit	Social Work	A successful recruitment drive by the Fostering Team in the autumn (2018) resulted in additional Preparation Days for Foster Carers being required. We have recently approved two new foster families in the Oban area with 5 more assessments in progress	Family Placement Team Meeting Minutes	
	Work with education partners such as Argyll College to ensure Looked After Children have equitable advice and guidance re progression to post-school Further Education and Higher Education opportunities	Positive destinations data	Education Management Team **M Turnbull**	• Argyll College were asked to join the Corporate Parenting Board to ensure that our Looked After Children are given the best opportunity and support to enter further education • The Corporate Parenting Board have requested Argyll College guarantees that Looked After Young People are interviewed if they apply • Links are being established with the Care Experienced Participation Groups	Meetings with Argyll College Two members of the Education Management Team have attended Champions Board Meetings Over the last 3 years positive destinations for Looked After Leavers has averaged at 80% across Argyll and Bute, 75% National, 74% Northern Alliance and 89% Virtual Comparator	
	Increased availability and range of LAAC provision for Children and Young People within the Local Authority	LAAC Plans Audit	Corporate Parenting Board **Pamela Hoey**	The Core and Cluster (C&C) Project has made significant progress throughout 2018/19 with the Helensburgh C&C	Children and Families Program Board Minutes	

				property now is ready for first young person from East King Street Children's House to move in. A second new build Core and Cluster property has now been allocated in Oban. Discussion with ACHA is in progress to deliver the same resource in the Dunoon area and to convert a council building in the MAKI area. These developments will increase the capacity to deliver our commitment to continuing care for our young people while increasing capacity within the Children's Houses.		
Care leavers accommodation needs are appropriately met	Young people are supported to leave care with appropriate housing	Housing Data Corporate	Corporate Parenting Board Registered Social Landlords **D white**	100% of young people leaving care are offered appropriate housing. Young people who are currently being looked after by the local authority and are ready to move to their own accommodation are given the maximum 200 points, recognising their vulnerability as a group, and in line with our obligation as corporate parents. The 200 points gives them the highest priority on the housing list. Young people should be offered appropriate housing options advice for them to	The Through Care Team monthly data. Monthly data is recorded on the housing circumstances of the young people we support. This information is reported to housing through local and authority wide Through Care Central forums.	

				choose the most appropriate housing path to meet their needs The first step of a temporary tenancy allows the housing to engage with the young person and encourage them to take up appropriate support to help them sustain their accommodation As Through and After Care providers this has been useful in helping us provide appropriate supports during this difficult transition.		
LAC and care experienced children are considered for diversion from prosecution/custody	LAC and care experienced children who are under 18 years and commit offences are considered for diversion from prosecution	Youth Justice Data	Police Scotland Youth Justice **Gordon Rae Paul Kyle**	There is now an agreed process and procedure with the Crown Office, Sheriffs and PFs for all LAAC to be considered for diversion from prosecution. To date this has not been required and will be utilised when the situation occurs.	Crown Office data	
LAC children will have a plan for permanence in place within 6 months of admission to care	Permanence planning is prioritised by services working with LAC Children during the first six months after their admission to care	LAAC Plans Audit	Corporate Parenting Board Social Work **Pamela Hoey**	Through the CELCIS PACE programme has improve the timescales to secure permanence for LAC children there has been increased evidence of permanency planning over the last year. In 2019/20 the focus of permanency work has been progressing cases with significant drift.	Permanence data reporting through corporate parenting board	

What we aim to improve
Strategic Priority – Substance Misuse
WBIs – Safe, Healthy and Responsible

How we plan to do it						
Outcome	**Action**	**Evaluation**	**Action Lead and Person Reporting**	**Where are we now in terms of progressing each action?**	**What evidence do we have of this progress?**	**Delivered across Multi-agency or Single agency**
Children and Young People and parents are effectively supported to make informed choices about drugs and alcohol	Deliver appropriate preventative and education programmes on alcohol and substance misuse within schools	ADP reports	Alcohol and Drugs Partnership **C McNally**	The ADP funds the delivery of support services for young people in all ten High Schools in Argyll & Bute. Education inputs are also delivered within some schools by external service providers to complement the schools existing drug and alcohol education programme.	Monthly reports are provided to the education department and ADP indicating the number of young people seen, the number of sessions, the reporting issue and any education workshops delivered as part of this programme.	
Children and Young People living with substance misusing parents are supported	Work with adult services to identify and support substance misusing families	ADP reports	Alcohol and Drugs Partnership **C McNally**	The 2020 ADP strategy includes the priority "Getting it Right for Everyone" which takes account of Children and Families. The Key Action is People affected by alcohol and drugs us will	Actions against the ADP strategy. Attendance at meetings.	

				be safe, healthy, included and supported. The ADP coordinator is a member of both the Child Protection Committee and the Adult Protection Committee. In addition, the Child and Adult Protection Leads are members of the ADP. This partnership approach has created opportunities for service delivery partners to communicate more effectively. Links between ABAT, We Are With You and young person's support services exist within several areas of Argyll & Bute.		
Reduce adolescent smoking prevalence	Deliver smoking prevention programmes in schools	Audit Reports and School Improvement Plans	NHS Highland EMT **L Stephenson**	In 2019, the annual S3 Health Drama Programme was delivered for the third year running to all S3 pupils (755 pupils). The programme addresses several health topics relevant to young people. It includes 3 lesson plans, a resilience workbook, workshops, a touring drama production and a question and answer session with service providers. Pupils asked 183 questions during the question and answer session and 3% of these were on smoking.	579 pupils completed the pupil evaluation. 60% said they found the question and answer session useful. 90% said they found the drama informative and 86% said they are now more aware of young people's services.	

	Work with partners to reduce the incidence of young people smoking	Audit	A and B Health Improvement Team **L Stephenson**	The Smoke Free Programme runs annually and includes five lesson plans that are delivered to P6/7 pupils by teachers in advance of the drama tour. Updated lesson plans were sent to primary school teachers at the start of the 2019 academic year The drama tour was delivered throughout Argyll and Bute and was accompanied by Education or Health Improvement where possible The Health Improvement Team also support ad-hoc requests by supporting the delivery of workshops and information within education, the third sector and health colleagues Argyll and Bute IJB continues to be part of Scotland's Charter for A Tobacco Free Generation by: Recognising the harmful effect smoking has on the health of our population, being personal advocates for a smoke-free generation and recognising the importance of front line service delivery shifting toward preventing problems from arising and	The Smoke Free Programme lesson plans were delivered by teachers and the drama tour reached to 979 P6/P7 pupils In 2019 the evaluation took the form of teacher interviews and pupil focus groups. The feedback was very positive, and both expressed a desire for it to continue. Teachers said the programme was very comprehensive and were aware of long-lasting effects on some pupils. The 2019 SALSUS survey reported significantly higher numbers of young people smoking regularly and occasionally in A&B compared to Scotland as a whole. Compared to the 2013 SALSUS survey there have been mixed results. In A&B the number of 13 and 15 year olds describing themselves as occasional smokers increased by 2%. The number of 13 year olds describing themselves	

				the contribution stopping smoking has on improving health and wellbeing	as regular smokers also increased by 2% but this figure decreased by 3% for 15 year olds. However, it is worth noting in 2019 the sample size used for the survey rose considerably to 80% compared to a 30% sample size in 2013, therefore it is more likely that the 2019 results are more representative of tobacco use in these age groups.	

What we aim to improve

Strategic Priority – Leadership and Communication
WBIs – Respected, Responsible and Included
1. Professionals working in children's services understand the mechanisms and structures that allow them to influence strategic planning 2. Children and young people are able to express their views regarding the services they use 3. Children and young people are informed of how their actions have been taken forward based on their views 4. Strengthen strategic leadership and communication

How we plan to do it

Outcome	**Action**	**Evaluation**	**Action Lead and Person Reporting**	**Where are we now in terms of progressing each action?**	**What evidence do we have of this progress?**	**Delivered across Multi-agency or Single agency**
Professionals working in children's services understand the mechanisms and structures that allow them to influence strategic planning	Review Strategic Children's Service Group Structure Promote and lead on the re-establishment of effective locality-based Children's Service Groups Inform staff of revisions to Argyll and Bute's Children Strategic Group structures	Report by executive group chair to Argyll and Bute's Children Strategic Group	Argyll and Bute's Children Strategic Group	Argyll and Bute's Children Strategic group and GIRFEC leadership programme self-evaluation provided clarity on the Children's Services groups and plans. This information has shaped the structure of the 2020-23 CYPSP	Self-evaluation statement GIRFEC leadership programme staff survey and feedback	Multi-agency

Children and young people are able to express their views regarding the services they use	Develop and implement Argyll and Bute's children and young people's health and wellbeing survey	Survey Report	Argyll and Bute's Children Strategic Group	The 2019/20 SALSUS and well-being survey has been completed and the results were received in February 2020. This information will be used to inform the 2020-23 CYPSP	SALSUS and well-being survey report	Multi-agency
Children and young people are informed of how their actions have been taken forward based on their views	Produce children service plan summary for children and young people	Summary Report	Argyll and Bute's Children Strategic Group	Findings of the survey will inform the new the 2020-23 CYPSP Involvement of CYP in focus Groups as part of the GIRFEC Collective Leadership Programme	SALSUS and well-being survey report	Multi-agency
Strengthen strategic leadership and communication	Undertake a programme of self-evaluation using nationally agreed quality indicators "*How well are we improving the lives of children, young people and families"?* to assess the effectiveness of service and strategic planning	Self-evaluation methodologies using nationally agree quality indicators	Argyll and Bute's Children Strategic Group	Self-evaluation of Argyll and Bute's Children Strategic Group has been carried out as part of the GIRFEC Collective Leadership Programme	Self-Evaluation report Focus Group Report Staff Survey Child Plan Audit	Multi-agency