

Notice of Meeting and Agenda

Education, Children and Families Committee

Thursday 21 June 2012 at 10.00 am
in the City Chambers, High Street, Edinburgh

1 Order of Business

Including any notices of motion and any other items of business submitted as urgent for consideration at the meeting.

2 Declaration of Interests

Members should declare any financial and non-financial interests they have in the items of business for consideration, identifying the relevant agenda item and the nature of their interest.

3 Minute of the meeting of the Education, Children and Families Committee of 8 March 2012 (circulated for approval as a correct record)

4 Deputations (*if any*)

Motion

5 Motion by Councillor Hinds remitted from Council on 15 March 2012 – Arboretum Playing Fields

“Arboretum Playing Fields, currently on the Children and Families account, is well used by established clubs and schools for cricket, football and rugby.

Committee notes, however, the poor condition of the current temporary changing facilities (with Portakabins costing £10,000 a year) and the derelict former changing rooms.

Committee therefore agrees that new changing facilities are required and calls for a report to address this. The report should cover the following:

- The possible sale or lease of the derelict building to fund future development

- Finances which might be available, including prudential borrowing and other funding opportunities
- Possible joint partnership working with the adjoining facilities run by Stewart Melville College
- Discussions with the current users on their plans for the future use of the facilities and consideration of possible alternative models for the future management of the facilities.”

(Note: Councillor Hinds is invited for the above item)

- 6 **Appointments to Sub-Committees, etc – 2012/2013** – report by Acting Head of Legal and Administrative Services (*circulated*)
- 7 **Early Years Strategy Progress Report** – report by the Director of Children and Families (*circulated*)
- 8 **Early Years and Early Intervention Change Fund** – report by the Director of Children and Families (*circulated*)
- 9 **Annual Report on Child Protection Performance and Service Developments** – report by the Director of Children and Families (*circulated*)
- 10 **Report on the Outcome of the Review of Guidance and Pupil Support** – report by the Director of Children and Families (*circulated*)
- 11 **Community Learning and Development Session 2012/2013** – report by the Director of Children and Families (*circulated*)
- 12 **International Unit - Annual Update** – report by the Director of Children and Families (*circulated*)
- 13 **Improving Outcomes for Children and Young People in Craigroyston** – report by the Director of Children and Families (*circulated*)

(Councillors Bagshaw, Barrie, Hinds and Whyte invited for ward interest)
- 14 **Children and Families Service Plan 2012-15** - report by the Director of Children and Families (*circulated*)
- 15 **School Session Dates 2013/14** – report by the Director of Children and Families (*circulated*)
- 16 **Commission on School Reforms: Call for Evidence** – report by the Director of Children and Families (*circulated*)
- 17 **Social Work Complaints Review Committee of 14 March 2012** (*circulated*)

Carol Campbell
Acting Head of Legal and Administrative Services

Membership

Councillor Godzik (Convener)	Councillor Keil
Councillor Key (Vice-Convener)	Councillor Lewis
Councillor Austin Hart	Councillor Main
Councillor Brock	Councillor Redpath
Councillor Child	Councillor Rose
Councillor N Cook	Councillor Shields
Councillor Corbett	Councillor Burns (ex-officio)
Councillor Day	Councillor Cardownie (ex-officio)
Councillor Dixon	
Councillor Fullerton	
Councillor Jackson	

For Education Items

Mr Ted Brack
 Mr A Crosbie
 Rev Thomas Coupar
 Mr A C Duncan
 Mr R Simpson

Members called for motions/ ward interest –

Councillor Hinds	Items 5 and 13
Councillor Bagshaw	Item 13
Councillor Barrie	Item 13
Councillor Whyte	Item 13

- Notes:** (1) If members intend to appoint a substitute they should contact Morris Smith, Committee Services ☎ 0131 529 4227 or e-mail morris.smith@edinburgh.gov.uk
- (2) If you have any questions about the agenda or meeting arrangements please contact Morris Smith, Committee Services, City of Edinburgh Council, City Chambers, High Street, Edinburgh EH1 1YJ; ☎ 0131 529 4227 or e-mail morris.smith@edinburgh.gov.uk
- (3) A copy of the agenda and papers for this meeting will be available for inspection prior to the meeting at the main reception office, City Chambers, High Street, Edinburgh.
- (4) The agenda, minutes and public reports for this meeting and all the main Council committees can be viewed online by going to www.edinburgh.gov.uk/cpol. Members and Officers of the Council can also view them by going to the Orb and clicking on Committee papers online.



Please recycle this paper

Committee Minutes

Education, Children and Families Committee

Edinburgh, 8 March 2012

Present:- Councillors MacLaren (Convener), McIvor (Vice-Convener), Balfour, Blacklock, Brock, Buchan, Cairns, Day, Dundas, Edie, Godzik, Johnstone, G Mackenzie, Milligan, Morris, Rose and Snowden (substituting for Councillor Lang).

Present for Education Items:- T Brack, M Bryce-Stafford, A C Duncan, Rev Dr R Gould and R Simpson.

1 Buckstone Primary School Choir

The Director of Children and Families welcomed Buckstone Primary School Choir and invited them to perform.

Decision

The Convener thanked the Choir and school staff on behalf of the Committee for their performance and complimented them on their hard work and enthusiasm.

2 Getting Set for the Games – DVD Presentation

The Committee viewed a DVD presentation entitled “Getting Set for the Games”.

Decision

To note the DVD presentation.

3 Minute

Decision

The minute of the meeting of the Education, Children and Families Committee of 31 January 2012 was approved as a correct record.

4 Motion by Councillor Godzik – South Morningside Primary School

The following motion by Councillor Godzik had been submitted in terms of Standing Order 28(1):

“Committee

- notes the desire of South Morningside Primary School to improve its dining facilities;
- welcomes the work already done by the Parent Council, teachers, the Pupil Council and CEC officers in progressing this work;
- congratulates the pupils on their work outlining their needs; how the new dining facility could look and how it could enhance their learning experience as a multi-purpose space;
- requests a report on how this work can be progressed.”

Motion

To approve the terms of the motion.

- moved by Councillor Godzik, seconded by Councillor Johnstone.

Amendment

- 1) To take no action on Councillor Godzik’s motion as plans for the new dining facilities at South Morningside Primary School are far advanced, the money identified and the work scheduled to begin in the summer of 2012.
- 2) To note the briefing paper by the Director of Services for Communities tabled at the meeting.

- moved by Councillor MacLaren, seconded by Councillor McIvor.

In accordance with Standing Order 30 (7), the last bullet point of the motion was deleted and the amendment was added as an addendum to the motion, subject to replacing the request to take no action on the motion and instead, noting plans for the new dining facilities.

Decision

To approve the following adjusted motion:

Education, Children and Families Committee
8 March 2012

Committee:

- Notes the desire of South Morningside Primary School to improve its dining facilities.
- Welcomes the work already done by the Parent Council, teachers, the Pupil Council and CEC officers in progressing this work.
- Congratulates the pupils on their work outlining their needs; how the new dining facility could look and how it could enhance their learning experience as a multi-purpose space.
- Notes that plans for the new dining facilities at South Morningside Primary School are far advanced, the money identified and the work scheduled to begin in the summer of 2012.
- Notes the briefing paper by the Director of Services for Communities tabled at the meeting.

(Reference – briefing paper by the Director of Services for Communities, tabled.)

5 Motion by Councillor MacLaren – Contribution of Women to Scottish Life

“In recognition of International Women’s Day, an event involving 100 young women from schools across the city, together with 13 successful women who will act as role models is being held on 8 March at the City Chambers. This Committee supports all efforts to promote and celebrate the amazing and valuable contribution that many women have made down the centuries to Scottish life. Actions could include the erection of female statues, commemorative plaques, and the naming of public spaces and buildings after women who have made a significant contribution.

Committee asks the Director of Children and Families to identify ways in which schools and other educational establishments could further assist with this initiative.”

Decision

To approve the motion by Councillor MacLaren.

6 Strategic Management of School Places – P1 and S1 Intakes for August 2012

School placement, accommodation and associated staffing issues for the anticipated P1 and S1 intakes for August 2012 were presented, together with details of a series of strategies to manage intake limits for a number of schools.

Decision

- 1) To prioritise placing requests out of Liberton Primary School.
- 2) To prioritise placing requests out of Preston Street Primary School.
- 3) To prioritise placing requests out of Trinity Primary School.
- 4) To prioritise placing requests out of Wardie Primary School.
- 5) To delegate authority to the Director of Children and Families to prioritise baptised Roman Catholics into the following schools as required:
 - St Catherine's R C Primary School
 - St Cuthbert's RC Primary School
 - St David's RC Primary School
 - St Francis RC Primary School
 - St John's RC Primary School
 - St Joseph's RC Primary School
 - St Mark's RC Primary School
 - St Mary's RC (Leith) Primary School
 - St Ninian's RC Primary School
 - St Peter's RC Primary School
- 6) To note Holy Rood High School's increased S1 intake limit of 240 to be reviewed on an annual basis.
- 7) To note that a report setting out the long-term implications of continuing growth in demand for places in the primary sector would be the subject of a separate report to Council in due course.

(Reference – report by the Director of Children and Families, submitted.)

7 City of Edinburgh Literacy Strategy

The Committee had previously agreed to receive an annual report on progress in securing improvements in literacy.

Education, Children and Families Committee
8 March 2012

Details were presented of the Council's strategy towards improving literacy skills in early years establishments and primary and secondary schools. Strategies aimed at improving adult literacies were also detailed.

The Council was one of five local authorities invited by the Scottish Government to be involved in supporting improvements in literacy at a national level.

Decision

- 1) To note the report by the Director of Children and Families.
- 2) To note that attainment in literacy would be included as part of the overall attainment report.
- 3) To agree to receive an annual report on progress in securing improvements in literacy from the Director of Children and Families.

(References – minute of the Education, Children and Families Committee 13 September 2011 (item 8); report by the Director of Children and Families, submitted.)

8 Review of Secondary Schools Management Structures – Progress Report

The Committee had previously asked for more evidence regarding the educational benefit associated with the Review of Secondary Schools Management Structures along with details of how the projected savings could be made.

An update was provided on the progress being made with the implementation of the changes to the management structures in secondary schools, together with further information on the educational impact and on the current estimates of budget savings.

Motion

- 1) To note the progress that was being made with the implementation of the Review of Secondary Schools Management Structures.
- 2) To note that a report on the outcome of the review of guidance and pupil support would be submitted to Committee in June 2012.

- moved by Councillor MacLaren, seconded by Councillor McIvor.

Education, Children and Families Committee
8 March 2012

Amendment

To agree, as highlighted in paragraph 3.12 of the Director of Children and Families report, that there is little evidence of educational benefits under the faculty model, adoption of which has resulted in the loss of many experienced teachers, at a time when uncertainty over a new exam system is causing concern within the teaching profession.

Considers that this action has been driven solely by financial concerns and calls for a detailed update on how the savings of £2.4m have been, and will be, achieved.

- moved by Councillor Johnstone, seconded by Councillor Godzik.

Voting

For the motion - 15 votes
For the amendment - 7 votes

Decision

To approve the motion by Councillor MacLaren

(References – minute of the Education, Children and Families Committee 15 November 2011 (item 3); report by the Director of Children and Families, submitted.)

9 School Exclusion and Attendance

Trends and patterns in school attendance and exclusion in Edinburgh in 2010/11 were detailed, together with strategies to improve attendance and reduce the need for exclusion in city schools.

Decision

- 1) To note the report by the Director of Children and Families.
- 2) To note that the Director of Children and Families would forward information to Councillor Blacklock on the number of unauthorised absences in schools.

(References – minute of the Education, Children and Families Committee 15 March 2011 (item 10); report by the Director of Children and Families, submitted.)

10 Children and Families Residential Outdoor Centres – Progress Update

The Committee had previously asked for a progress report on encouraging greater use by schools of the Council's Residential Outdoor Centres at Benmore and Lagganlia, and how children from disadvantaged backgrounds could be assisted to participate in centre activities.

An update was provided on progress being made. Sixty schools went to Benmore and Lagganlia in 2011, compared to a total of thirty four in 2010. Advance bookings for 2012 for both centres were extremely encouraging with sixty four Edinburgh schools already booked for the new calendar year.

The Council had allocated £100,000 of additional funding to support disadvantaged children and young people to access sporting and outdoor opportunities.

Decision

- 1) To note the progress to date.
- 2) To congratulate staff on their hard work and success.

(References – minute of the Education, Children and Families Committee 21 June 2011 (item 17); report by the Director of Children and Families, submitted.)

11 Improving Outcomes for Children and Young People in Craigoyston

The Committee had previously requested a progress report on initiatives to improve outcomes for children and young people in Craigoyston.

Details were presented of a multi-agency approach being taken in the Craigoyston High School cluster to tackle the complex needs of the some of the families in that area and to improve the life chances and outcomes for the children and young people involved. An initial workplan detailing key objectives, timescales and progress to date was also provided.

Decision

- 1) To note the approach to improving outcomes for children and young people in Craigoyston as set out in the Director of Children and Families' report.
- 2) To note the initial workplan for February to August 2012.

Education, Children and Families Committee
8 March 2012

- 3) To seek a further progress report in October 2012.
- 4) To note that the Director of Children and Families would involve members of the Committee in the Engagement Plan as well as local members.

(References – minute of the Education, Children and Families Committee 15 November 2011 (item 16); report by the Director of Children and Families, submitted.)

12 Paolozzi Prize for Art

An update was provided on progress towards awarding Edinburgh's first Paolozzi Prize for Art. A revised report by the Director of Children and Families was tabled at the meeting.

A launch event would be held at the City Art Centre on Monday 12 March 2012, with the first award to be presented at an awards ceremony in June 2012.

The prize would be awarded annually and was aimed at 5th and 6th year pupils studying art and design. The overall first prize would be £500 with three category winners who would each receive £250.

Decision

- 1) To note the report by the Director of Children and Families.
- 2) To note that an update would be reported to the Education, Children and Families Committee annually.
- 3) To note that, if successful, the Prize could be opened up to all Edinburgh schools in the future.
- 4) To note that the Director of Children and Families would consider suggestions made by members of the Committee for the involvement of Richard Demarco and the Edinburgh Sculpture Workshop in the project.

(References – minute of the Education, Children and Families Committee 13 September 2011 (item 13); revised report by the Director of Children and Families, tabled.)

13 Corporate Parenting Action Plan

Details were provided of an Action Plan developed to improve outcomes of looked after children which the Council had responsibility for as a Corporate Parent.

Decision

To welcome and endorse the Corporate Parenting Action Plan as detailed in Appendix 1 to the Director of Children and Families' report.

(Reference – report by the Director of Children and Families, submitted.)

14 Engagement of Children, Young People and Parents/Carers in the Development of Services for Children and Families in Edinburgh

Details were provided on a range of ways Children and Families engages with service users. A large scale survey of parents and pupils highlighted key developments in young people's participation and linked developing service user engagement with customer service excellence accreditation.

Areas of progress were highlighted together with areas identified for further development and improvement.

Decision

- 1) To note progress in the area of engagement of service users.
- 2) To agree to receive an annual update on the engagement of children, young people and parents/carers in the development of services for children and families.

(Reference – report by the Director of Children and Families, submitted.)

15 Update on UNICEF Child Rights Partners

The Committee had previously agreed to receive a report on the outcome of the Children and Families Department's participation in UNICEF's Child Friendly Communities pilot.

The Council, along with 11 other UK authorities, took part in the pilot which aimed to develop a framework, accreditation, inspection and an award scheme for local authorities to become "Child Friendly Communities".

Education, Children and Families Committee
8 March 2012

UNICEF had reviewed the pilot and replaced it with the Child Rights Partners Programme. An update on Child Rights Partners programme was detailed.

Decision

- 1) To note progress to date.
- 2) To agree to receive an update on the proposed programme after November 2012.

(References – minute of the Education, Children and Families Committee 18 March 2010 (item 5); report by the Director of Children and Families, submitted.)

16 Councillor MacLaren – Valedictory

Councillor MacLaren advised that she was not standing at the local government elections in May 2012. She paid tribute to the work and achievements of the Committee and, in particular, acknowledged the following contributions:

- Councillor McIvor for his support and work as Vice-Convener since taking over from Councillor Beckett.
- Councillor Johnstone – wishing her well in taking up her position as an MSP.
- The Religious Representatives on the Committee for all their hard work and particularly their contribution to the Head Teacher recruitment process.
- Margaret Bryce Stafford – noting that Margaret was standing down from her role a teacher representative and thanking her for her seventeen years commitment and service to this and predecessor Committees.
- Bob Gould – noting his retirement and wishing him well for the future.

In response, Councillors Rose, McIvor, Milligan, Godzik and Johnstone thanked Councillor MacLaren on behalf of the Committee for her passion and commitment to education in Edinburgh and wished her a happy and healthy retirement.

Appointments to Sub-Committees, etc - 2012–13

Education, Children and Families Committee

21 June 2012

Purpose of report

- 1 To invite the Committee to re-appoint the membership of its Sub-Committees, etc for 2012/13.

Background

- 2 On 21 June and 13 September 2011, the Committee approved appointments to:
 - five Sub-Committees on Standards for Children and Families
 - Consultative Committee with Parents
 - Forum on Children and Families Estate Evaluation
 - Joint Officer/Member Group on Corporate Parenting of Looked After Children.

Sub-Committees on Standards for Children and Families – Previous Membership

East - five members – 2 SLD, 1 SNP, 1 Lab and 1 Religious Representative.

(Councillors Bridgman (Convener), Blacklock, Hawkins and Peacock; and Mr Ted Brack).

North - six members – 1 SLD, 1 SNP, 1 Lab, 1 Con, 1 Green and 1 Religious Representative.

(Councillors Thomas (Convener), Chapman, Day, McIvor and Mowat; and Mr Ted Brack).

South - six members – 1 SLD, 1 SNP, 1 Lab, 1 Con, 1 Green and 1 Religious Representative.

(Councillors MacLaren (Convener), Buchanan, Johnstone, Milligan and Rose; and Dr R Gould).

South West - five members – 1 SLD, 1 SNP, 1 Lab, 1 Con and 1 Religious Representative.

(Councillors Elaine Aitken (Convener), Burns, Coleman and Elliott-Cannon; and Mr A C Duncan).

West - five members – 2 SLD, 1 SNP, 1 Con and 1 Religious Representative.

(Councillors Dawe (Convener), Keir, Kate MacKenzie and Wheeler, and Mr A C Duncan).

Consultative Committee with Parents – Previous Membership

One member from each political group and one Teacher Representative.

(Councillors MacLaren (Convener), Balfour, Godzik, Johnstone and Mclvor; and Mr R Simpson).

Forum on Children and Families Estate Evaluation – Previous Membership

Seven members – one member from each political group; one Religious Representative; and one Teacher Representative.

(Councillors MacLaren (Convener), Godzik, Johnstone, Mclvor and Rose; Ms M Bryce-Stafford; and Mr A C Duncan).

Joint Officer/Member Group on Corporate Parenting of Looked After Children – Previous Membership

Fourteen members – Convener and Vice-Convener of the Education, Children and Families Committee; two members from each political group, one Religious Representative and one Teacher Representative.

(Councillors MacLaren, Balfour, Blacklock, Cairns, Chapman, Godzik, Johnstone, Lang, Mclvor, G Mackenzie, Morris and Rose; Dr Rev Gould and Ms M Bryce-Stafford).

- 3 On 2 June 2011, the Council appointed members to the Edinburgh Youth Issues Forum.

Edinburgh Youth Issues Forum – Previous Membership

Six members from the City of Edinburgh Council.

(Councillors MacLaren (Convener), Beckett (replaced by Mclvor), Cairns, Godzik, Johnstone and Rust).

Recommendations

- 4 That the Committee considers its appointments to Sub-Committees etc for 2012/13.
- 5 To note that these will be interim appointments, pending the outcome of the governance review agreed at Council on 24 May 2012.

Carol Campbell
Acting Head of Legal and Administrative Services

Appendix	None
Contact/tel	Morris Smith, Committee Services Tel: 0131 529 4227 e-mail morris.smith@edinburgh.gov.uk
Wards affected	All
Background Papers	Education, Children and Families Committee 21 June 2011 (minute item 7) and 13 September 2011 (minute item 4). Act of Council No 4 of 2 June 2011.

Early Years Strategy Progress Report

Education Children and Families Committee

21 June 2012

1 Purpose of report

- 1.1 To summarise the key achievements within Early Years and highlight the priorities for the future development of the service.

2 Main report

Background

- 2.1 The Early Years Strategy was agreed by the Education Children and Families Committee in January 2010 and officially launched in March 2010 at the Early Years Conference.
- 2.2 The strategy sets out a vision and long term commitment to improve the life chances for children and identifies early intervention as a key priority for the city and a core component of *Getting it right for every child* in Edinburgh. The strategy also supports the coalition's commitment to ensuring that every child has the best start in life. (Coalition Agreement Schedule 1, 1.1)
- 2.3 The Strategy has 4 aims:
- Aim 1: To develop integrated, flexible services to provide effective learning and childcare for all children and families
 - Aim 2: To develop a highly skilled and motivated workforce to deliver a high quality Early Years Service
 - Aim 3: To strengthen and develop universal services in partnership to provide support for all children and families
 - Aim 4: To develop learning through play opportunities and active learning as integral parts of the Early Years Service
- 2.4 Since the launch of the Strategy, substantial progress has been made in all 4 key areas. Over the past year the Early Years Team have been involved and influenced national developments in early years such as the Play Talk Read campaign, Wee Blether and the National Parenting Strategy development carrying out an exercise to engage with parents who are "hardly reached."

- 2.5 Staff across the sector have had the opportunity to hear national speakers on the importance of 0-3 and Curriculum for Excellence through locally organised conferences.

Key Achievements in 2011/12

Aim 1: To develop integrated, flexible services to provide effective learning and childcare for all children and families

- 2.6 The quality of provision in pre-school establishments is overall very good with 92% of pre-school establishments achieving positive inspection results. 100% of establishments were rated good, very good and excellent by the Care Inspectorate in June 2010/2011, up from 93% in 2009/10.
- 2.7 Approximately 40% of Edinburgh's pre-school children attend 120 partner provider nurseries and their inspection reports indicate very good provision overall. Two nurseries have received national awards this year. In order to maintain this standard of quality, partnership arrangements with 3 partner provider nurseries will not be renewed at the end of this session.
- 2.8 By increasing the number of early years peripatetic teachers, additional teacher support has been provided to 50% of partner provider nurseries.
- 2.9 High quality CPD opportunities have been offered to support the Curriculum for Excellence e.g. an early level literacy tracker has been produced to support literacy skills; the CIRCLE resource has been developed and launched to provide early literacy support; the Early Years Conference had a focus on health and well being; all centres have numeracy and maths pathways.
- 2.10 Priority has been given to supporting improvement in the quality of 0-3year services. A comprehensive training programme for staff working with 0-3s in baby rooms has been delivered; a quality assurance framework developed and implemented; changes made to service level agreements to include expectation that all 0-3s practitioners will implement the new Pre-birth to Three National Guidance.
- 2.11 The number of pre-school places within the local authority nurseries has been increased by 8% over the past two years to accommodate the increase in the number of pre-school children.
- 2.12 Opportunities to rationalise the early years estate and re-invest resources have been taken. Three nursery schools have closed and children from the closed nursery school have made successful transitions into other early years provision.
- 2.13 Resources from the closures have been re-invested and used to increase the number of nursery places and increase support to families in identified areas of the city, providing a wider range of early years services in the local communities. Developments include improvements at the Royal Mile, Prestonfield, Calderglen, Leith Walk, Corstorphine, Fort and two new 'hubs' at Clermiston and Gylemuir.

- 2.14 Following information road shows for staff and parents, the number of discretionary applications to delay entry into primary school has reduced from 218 in 2010/11 to 88 in 2012/13.

Aim 2: To develop a highly skilled and motivated workforce to deliver a high quality Early Years Service

- 2.15 Early Years staff have been supported both within the local authority and partner provider nurseries to meet Scottish Social Services Council (SSSC) registration requirements. 52 practitioners are studying for a BA in childhood practice. The % of staff in partner provider nurseries meeting SSSC registration requirements has increased from 83% in 2010 to 89% in 2011.
- 2.16 This is the second year the Froebel certificate course has run at Edinburgh University and 22 students have successfully completed the course this year. A Froebel annual conference for over 100 delegates is planned for June 2012.
- 2.17 The Early Years Staffing Review has continued over this year. Two levels of senior posts for nursery nurses within nursery schools and classes have been introduced and an evaluation of joint management arrangements in early years establishments has been carried out.
- 2.18 Early years workers posts have been introduced into large nursery classes (40:40 and above) to provide additional leadership within the nursery. To date 13 new promoted posts have been created with a further 13 to be recruited over the coming academic year as vacancies arise. The new senior post will work alongside teachers and have a complementary role to ensure positive outcomes for children.
- 2.19 A consultation has taken place on the change of name for staff within early years. The change to job titles reflects the changing needs of the service and job remits of early years staff. The majority of staff have expressed support for this change. Appendix 1 shows current and proposed job titles for nursery staff.
- 2.20 The evaluation of the joint management arrangements within nursery schools and C&F Centres found that overall, joint management arrangements have been very positive. It has enabled staff from smaller establishments to share expertise and resources to improve service for children and families. It is recommended that, where appropriate, a staged 'organic' approach to the implementation of further joint management arrangements is considered. See Appendix 2 for copy of the evaluation report.

Aim 3: To strengthen and develop universal services in partnership to provide support for all children and families

- 2.21 Increased support to parents has been available to families with young children across all areas of the city through the PEEP programme and by the partnership approach to services within neighbourhoods.
- 2.22 The additional staffing resources allocated to nurseries in areas of deprivation has enabled staff to work more flexibly and been used to support parents and children, improve transitions and enhance children's learning e.g. A cluster pilot has been running over the past year across five nursery schools/classes in one

area. This has been achieved by the schools sharing a designated staffing resource of 1 Nursery Nurse who has provided cover for parenting programmes, individual and group work for children on literacy, numeracy, health and wellbeing. This way of working has also allowed the schools to work together with many more parents and their children within local areas.

2.23 A comprehensive training programme for staff within early years to gain skills in engaging more effectively with parents has been undertaken. Over 200 staff are trained in the universal PEEP programme and approximately 70 groups are running across the city, providing early learning opportunities and universal support to families.

2.24 More targeted support to families with young children has been provided by the Child and Family Centres and Sure Start Projects. Child and Family Centres continue to provide services for our most vulnerable very young children (0-3yrs) and have also extended their community work with families providing various parenting support/programmes to enable vulnerable or “hardly reached” families access universal parenting or child development work within local communities.

Aim 4: To develop learning through play opportunities and active learning as integral parts of the Early Years Service

2.25 The Curriculum for Excellence early level now encompasses the pre-school and early years of primary school. Active Learning approaches are being further developed in the early stages of primary to improve transitions between the nursery and the Primary 1 class.

2.26 There is an increasing awareness of the importance of outdoor play and learning within nurseries and over 600 staff have attended wide ranging of CPD opportunities on play and active outdoor learning.

2.27 All local authority nurseries were given an additional grant to improve their outdoor play and learning experiences for children.

2.28 The annual Play Day event in the Grassmarket which highlights the value of free play opportunities attracted over 500 families.

2.29 Play@ Home has delivered targeted support to vulnerable families. This programme, in partnership with health, supports early language development.

2.30 An effective partnership with the Forest Education Initiative, Living Class Rooms, Grounds for Learning and the Criminal Justice authority have provided additional opportunities to improve outdoor play and learning in community woodlands.

Future Challenges and Priorities

2.31 The Early Years Strategy sets out a long term vision which describes the desire to create integrated flexible services that provide effective learning and childcare. It recognises that families may need additional support at some times in their lives and to different degrees and that families should be able to access this support no matter where they live. Substantial progress has been made

towards this vision since the launch of the Early Years Strategy in 2010 and we will continue to build on this strong foundation.

- 2.32 Our ambition is to ensure that each neighbourhood, community or cluster would have access to integrated flexible early years services .In order to realise this vision, resources need to be realigned, the way services are delivered and located needs to change and our workforce need to work more flexibility and across boundaries
- 2.33 Currently parents have to access services from a range of discrete providers e.g. nursery school and classes, child and family centres or the voluntary sector. Boundaries that exist between services and centres are not always helpful in meeting the range of family needs.
- 2.34 Historically we have concentrated services that offer intensive support in areas of deprivation. Some children in other parts of the city, facing similar issues are not able to access the same level of support. There are physical restrictions in the way we deliver services because of historical locations, size, age and design of buildings. (see appendix 3)

Aim 1: To develop integrated, flexible services to provide effective learning and childcare for all children and families

Pre-school Development

- 2.35 The continual improvement in the quality of early years settings will be maintained using a planned and proportionate support and challenge approach and offering a comprehensive CPD programme to support literacy, numeracy and well being
- 2.36 The Scottish Government has announced an intention to expand free nursery provision from 475 hours to 600 hours a year in September 2014 for all three- and four-year-olds. This commitment is expected to be included in the Children's Bill in 2013. There are a number of ways in which this increase could be implemented. Discussions will take place with all sectors within early years to agree the optimal way of implementing this increased entitlement to early learning and care. Additional funding would be required to implement this increase.
- 2.37 There are pressures on nursery places in some parts of the city due to demographic changes and housing development, with a 19% increase in pre-school children over the past 6 years. Planning will continue to increase the number of available nursery places to meet local demand wherever possible and improve the quality and fabric of nursery buildings.
- 2.38 A new SEEMIS database nursery management system will be introduced and for the first time will bring together local authority and partner provider nursery data.

Re-configuration and Investment in Early Years Services

- 2.39 Over the past year, three nursery schools were closed on the understanding that capital receipts will be re-invested in Early Years services. The plan is to

enhance and develop new services in identified areas which currently have limited service provision. Key areas of the city requiring additional support have been identified through analysis of demographics, resource allocations and referral indicators.

- 2.40 Services would enable children to experience education and childcare in a universal setting, meet some of the demand for pre-school education, and enhance provision particularly for vulnerable 2-3years olds. Plans include:

Expansion of service provision at Fort Early Years Centre

Enhance staffing in the centre to accommodate increased numbers of places for 2-3 year olds and wraparound provision for 3-5 years. This will support vulnerable children and be used to provide affordable childcare for some families. This will enable the centre to further enhance the current provision of early pre school early learning with childcare and support for vulnerable children in an integrated way.

Re-location of Pilrig Child and Family Centre to Craigentinny PS

Pilrig Child and Family Centre provides support to vulnerable children and their parents. The accommodation requires substantial upgrading. There is capacity within Craigentinny Primary School to accommodate the centre within the school building, alongside the existing pre school nursery class. This would then enable children and families to be supported from 0-5 in a universal early years setting. There would be capacity to increase the numbers of places for children aged 2-3.

Open a class for 2-3 year olds at Royal Mile PS and extend 3-5 years class to year round service.

The nursery class for the Royal Mile PS is located in an annexe building. There is capacity within the building to open a class for 2-3 year olds alongside the pre school provision. Both could be open all year round and this would provide additional support for vulnerable children and families combined with affordable childcare.

Develop a provision for 0-3 support in Oxgangs

There is potential within the school to develop a service for families with children aged 0-3. This would require additional staffing and partnership working within the school.

Open an Early Years Centre in the Clermiston/Drumbrae/East Craigs area

This part of the centre does not have an early years service providing for 0-3 that can be accessed locally. There is also the need to enhance provision for 3-5.

The capital cost of these new developments would be funded from the Early Years Change Fund and capital receipts from the nursery school closures. Further detail is included in the report "Early Years and Early Intervention Change Fund."

- 2.41 The ongoing review of the work within Child and Family Centres will plan the role of centres in delivering the wider aims of the strategy. Centres will continue to provide highly targeted services for pre-birth to three and a range of services which include early intervention/ preventative services to a wider range of parents. The model of provision will be flexible and responsive to the needs of families within their own communities and be available to parents across the city. There are opportunities within individual centres to develop their role further. The centres will be renamed as Early Years Centres to reflect the level of differentiated opportunities available for children and their families
- 2.42 The Scottish Government have allocated Early Years Change Funding to deliver a shared commitment to giving children the best start in life and to improve life chances of children. An additional allocation has been made for under 2s who are vulnerable/ looked after. This additional resource will be used to increase support to vulnerable children and improve access to services in line with agreed local and national priorities.

Aim 2: To develop a highly skilled and motivated workforce to deliver a high quality Early Years Service

- 2.43 Childcare workers will be given support to gain degree level qualifications in order to ensure the sector has suitably qualified managers to meet the SSSC requirements. All support staff within early years will need to be registered by the SSSC by end of 2013.
- 2.44 Work will continue to introduce new roles including new leadership and management roles within all early years settings to create a more flexible workforce that can work across the sector.

Aim 3: To strengthen and develop universal services in partnership to provide support for all children and families

- 2.45 The improvement and commitment to the development of Pre-Birth to Three Services will continue as set out in the Pre-Birth to Three Plan for Action. There are plans to: continue and expand the training programme for 0-3 practitioners and implement the quality assurance procedure. The first 0-3s conference for Edinburgh's practitioners is planned for September 2012
- 2.46 The PEEP programme will continue to be rolled out to all areas of the city with the aspiration to have an age appropriate group running within easy access in all areas of the city.
- 2.47 Edinburgh's Commissioning Plan for Early Years Services will be subject to a 3 month consultation process and reflect the priorities and aspirations as set out in the Early Years Strategy.
- 2.48 The availability of affordable childcare has been identified as a priority in the Early Years Strategy. Funding arrangements are to be reviewed to ensure coherence between the childcare strategy and the improving employability funding administered by Economic Development. Work is also underway to take forward the coalition commitment to establish a city wide childcare cooperative (Coalition Agreement Schedule 1, 1.6).

Aim 4: To develop learning through play opportunities and active learning as integral parts of the Early Years Service

- 2.49 Further development of play based learning in nursery and early primary will be taken forward by a range of methods including CPD and the sharing of good practice with plans to promote transformational change of school grounds for Outdoor Play and Learning.
- 2.50 Conferences and training events are planned to further develop both indoor and outdoor play opportunities for children. A further Play Day event is planned for the Grassmarket in August.

3 Financial Implications

- 3.1 Service development will take place within existing early years resources and will meet the agreed the Council's budget proposals February 2011/12.
- 3.2 The cost of the capital investment for the re-configuration of Early Years Services would be funded from the Early Years Change Fund and the capital receipts from the nursery school closures.

4 Equalities Impact

- 4.1 A relevance assessment was carried out and this area of work scores 6 in terms of equalities relevance and a full equalities impact assessment will be carried out before the next Early Years progress report in June 2013.
- 4.2 There will be a positive impact for the most vulnerable children by enhancing services in areas where additional support is required.

5 Environmental Impact

- 5.1 There are no adverse environmental impacts arising from this report.

6 Conclusions

- 6.1 Overall very good progress has been made since the launch of the early years strategy in March 2010.
- 6.2 Key achievements include; improving the quality of early years services; focussed work on 0-3s developments; the introduction of new posts within nursery schools and classes; re-invested resources in areas of need; increased the number of local authority nursery places; increased support for parents and improved the outdoor learning experiences for children.
- 6.3 Future Challenges and Priorities include: Continue to improve quality of early years services; agree way forward to implement the proposed increased entitlement to early learning and care; enhance and develop new services in identified areas; continue the phased introduction of new posts and titles and joint management arrangements within early year establishments.

7 Recommendations

7.1 It is recommended that the committee:

- a) Note the content of the report and the priorities for the next stage of development within early years
- b) Approve the intention to re-configure and invest in Early Years Services to enhance and develop new services including the expansion and relocation of provision and the change of name of child and family centres to Early Years Centre to reflect the broader range of services to be provided

Gillian Tee
Director of Children and Families

Appendices	1 Job Titles and Remit 2 Summary Evaluation Joint Management Arrangements 3 Areas of deprivation by Social Work Neighbourhood area
Contact/tel/Email	Aileen McLean Senior Education Manager (Early Stages) Tel no 469 3300 aileen.mclean@edinburgh.gov.uk
Wards affected	All
Single Outcome Agreement	5. Our children have the best possible start in life and are ready to succeed
Background Papers	

APPENDIX 1 JOB TITLES

Current Job Title	Proposed New Job Title
Child and Family / Early Years Centre Manager (Grade 8)	Head of Centre (Grade 8)
Senior Early Years Worker, Deputes, Senior Nursery Officer (Grade 7)	Senior Early Years Officer (Grade 7)
Early Years Worker and Nursery Officer (Grade 6)	Early Years Officer (Grade 6)
Nursery Nurse (Grade 5)	Early Years Practitioner (Grade 5)
Learning Assistant; Crèche Worker/Assistants (Grade 3 – currently under review)	Early Years Assistant (Grade 3 – currently under review)

N.B. The above list does not include the titles of other posts within Early Years establishments e.g. teacher, group worker etc

Summary Evaluation of the Joint Management arrangements within Nursery Schools, Early Years and Child and Family Centres

1. Background

The Early Years Strategy sets out a vision which describes the desire to create integrated flexible services that provide effective learning and childcare. It recognises that families may need additional support at some times in their lives and to different degrees and that families should be able to access this support no matter where they live. We need to develop teams in early years to be able to deliver a service that is flexible, supports education and childcare, able to cater for our most vulnerable children and be accessed locally. In addition, we need to ensure that we can support transition from home to centre and throughout the early level, from nursery setting to pre-school.

Our ambition is to ensure that each neighbourhood, community or cluster would have access to integrated flexible early years services. In order to realise this vision, our staff in early years need to be flexible and work across professional and physical boundaries. We have, for example, set up early years hubs which provide satellite support from larger centres to ensure that parents have a local point of access for services from 0-3.

Work is already underway to introduce new roles within early years to create a more flexible workforce that can work across the sector. New leadership roles have been introduced and management structures in nursery schools are being piloted to ensure that headteachers have time to fulfil a wider role. Staffing structures of child and family centres are under review.

Over the last three years opportunities have occurred where it has been possible or necessary to put in place joint management arrangements across early years settings.

In order to make decisions about the future of joint management arrangements, an evaluation of these pilots has been undertaken to identify the benefits and potential issues.

In the settings involved staff have embraced the new working arrangements and we would want to recognise their commitment to making things work. People respond to change differently and this report attempts to summarise principles that made things successful and identify what would be important in moving forward.

2. Examples of Joint Management

There are 3 different scenarios evaluated in this report.

Scenario 1

This scenario includes two stand alone nursery schools managed by one headteacher with the addition of a senior early years worker. One is a medium sized nursery school and the second is a small nursery school. At the time of writing this report 6 children attended this nursery for afternoon sessions. Both establishments were managed by a headteacher who would have had management time of 1-2 days per week and the rest of the time included in the ratio working with children. As part of the pilot, the headteacher was not included within the ratio and additional management support came from a senior early years worker.

Scenario 2

This scenario includes a large primary school and a nursery school. Both are situated in the village although they are 0.5miles apart. The headteacher and the management team of the primary school took over the running of the nursery school with an additional early years worker employed. Previously the nursery had been managed by a nursery head teacher with 1-2 days management relief. A principal teacher was deployed to the nursery reporting to the DHT/HT.

“The manager is not in the centre all of the time but can be contacted at the end of a phone, not a problem”

Practitioner

Scenario 3

This scenario includes an Early Years Centre and a Child and Family Centre being managed by one centre manager. The Early Years Centre has a large team and is located in a new facility. The Child and Family centre is small and located 1.5miles away in a building that requires to be upgraded. Previously each centre had a manager.

3. Evaluation Process

The evaluation was completed by representatives from the Early Years Staffing Review Group and an additional member of the early year’s team. The team included a Principal Officer, a Child and Family Centre manager, a nursery headteacher, a primary headteacher and a QIO. Some of the team had conducted a review in the previous session that looked at the role of senior/early years worker. This review also involved some of the same centres and meant that some staff felt comfortable with the review team.

The review team used quality indicators in the national performance framework Child at The Centre to inform the questionnaire. The review involved interviews with all staff or in the larger centres, a representation of staff roles across the team. Staff were interviewed in confidence and this report will give a broad summary of views to ensure that staff cannot be identified.

‘ My job is 100% better, so much has opened up, improved the service and I feel less isolated’

Practitioner

4. Positive Outcomes-What were the positive key features of joint management?

Staff

- Had a very clear understanding of the vision and aims for the centres and the time and energy spent by management teams in developing this understanding was regarded very positively by staff teams
- Were involved in planning for the centres and described an improved sense of teamwork.
- Responded very positively to distributed leadership and had more ownership of centre priorities.
- Had more opportunities to participate in training and job shadowing across a larger team.
- Had more access to a range of resources and described more effective use of available resources.

'Pulling together resources is really beneficial. PEEP is now running within the community and curriculum development has improved'

Manager

Parents and children

- Experienced improved transitions for children from home to nursery and nursery to school and earlier involvement in the primary school
- Accessed a wider range of support within their local community
- Benefited from the arrangements because of increased opportunities offered through the larger teams e.g. parenting programmes such as PEEP, Mellow Parenting, counselling could be offered more frequently.
- Experienced enriched learning experiences due to improved access to resources and benefited from staff who had increased training opportunities.

'Communication-making sure everyone knows what is going on can be difficult'

5. Challenges and how they were overcome

- Good communication is necessary when working across different locations and introducing major change.
- Clear role, remits and lines of responsibility across managers need to be established and an understanding and sense of trust developed among staff teams.
- Good time management is required by senior managers to ensure a balance between time for planning and maintaining a high profile in the centre
- Decisions about staffing structures and appointments need to be made timeously to overcome uncertainties for staff teams

Manager

6. Quality Measures

Throughout the pilot period there were no external inspections from Care Inspectorate or HMIE. Previous inspection reports indicated that the centres were performing at a very good level across a range of quality indicators from former Care Commission inspections. The centres own self evaluation audits taking account of the views of parents/carers and visits from our Quality Improvement Team would indicate that centre standards have been maintained or improved.

Following a very good evaluation as part of the review of the staffing pilot, one centre was observed to have very good practice in assessment of children's learning. Staff had developed systems which extended the engagement of parents and children in sharing learning targets. This practice was submitted by the authority to Education Scotland to be considered as an example of good practice for the National Assessment Resource (NAR) for reporting and profiling. Practice was recognised as excellent and given a quality kite mark.

7. Conclusion

The joint management arrangements have overall been very positive. Where centres and staff work as part of a wider team there are benefits in the opportunities available to staff, parents and children, providing opportunities to share resources and expertise across centres.

There has been a better balance between leadership / management responsibilities, teaching duties and transition arrangements from pre school to early level have improved in one scenario.

There can be a cost benefit in sharing management across centres and this can make smaller establishments more cost effective and viable in the future.

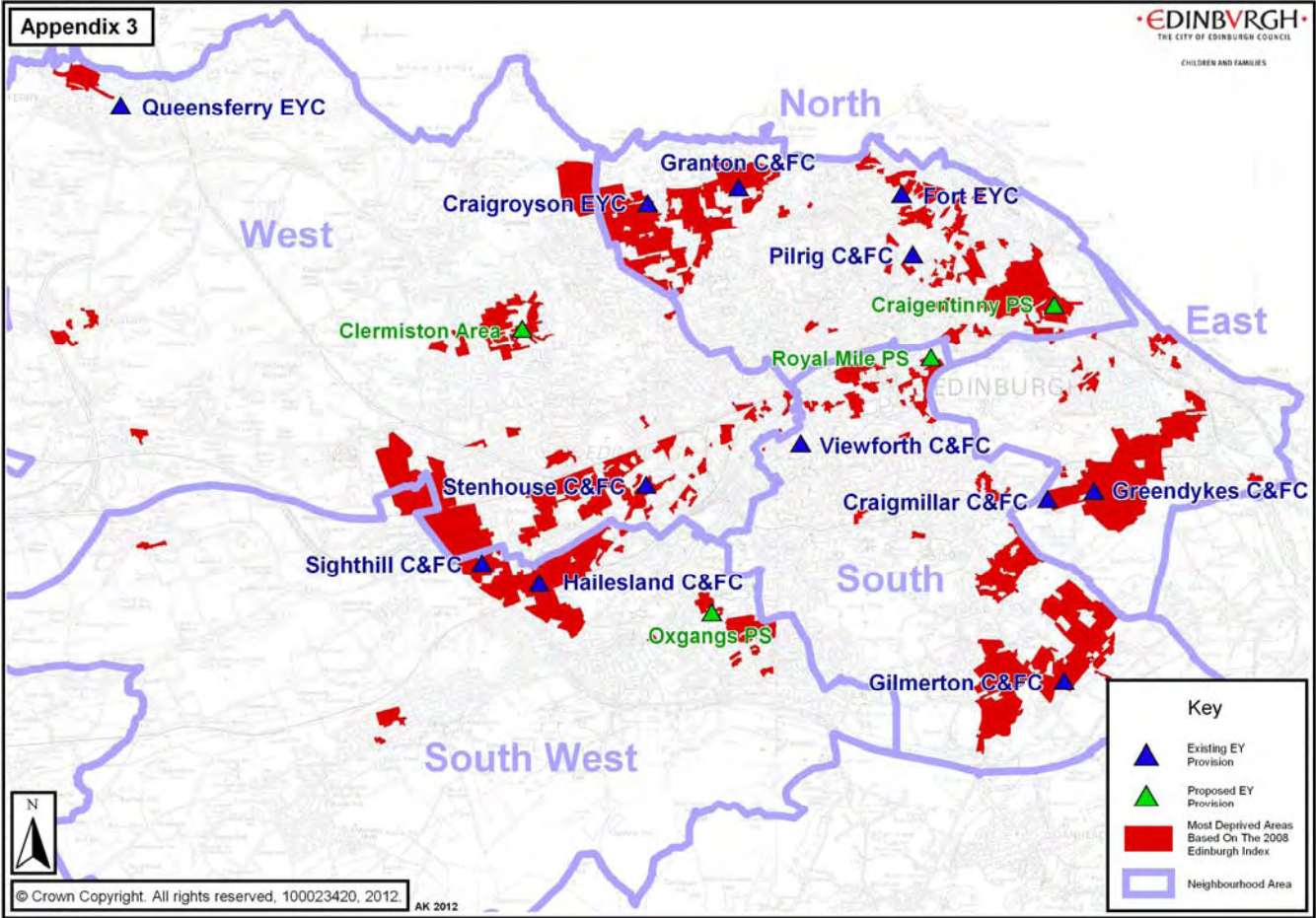
There are examples in place across Scotland of shared management arrangements, particularly in rural settings. In some areas there are campus models of schools from nursery to secondary.

8. Recommendations

It is recommended that a staged, 'organic' approach to the implementation of further joint management arrangements is implemented taking into account the following:

- Consideration should be given to staff working outwith the ratio in order to address issues of time required for planning and improve the flexibility and management of the centre.
- Ensure that the combined size of establishments comply with Care Inspectorate regulations.
- The distance between establishments and the nature of the service.
- The changing needs of the service, taking into account local and national priorities
- Decisions about leadership roles will be dependent upon the type of service and will include the roles of Principal Teacher and the Senior Early Years Worker

APPENDIX 3: AREAS OF DEPRIVATION BY SOCIAL WORK NEIGHBOURHOOD AREA



Early Years and Early Intervention Change Fund

Education, Children and Families Committee

21 June 2012

1 Purpose of report

- 1.1 To provide members with an overview of how Edinburgh will use the Early Years and Early Intervention Change Fund to effect a transformational change programme that delivers effective early intervention and strengthens support to children and families in Edinburgh. All resulting actions will be consistent with the priorities of the Single Outcome Agreement, Integrated Plan for Children and Young People and the Children and Families Service Plan

2 Summary

- 2.1 A multi-agency Early Years Change Fund Core Group will lead the implementation of the Early Years and Early Intervention Change Fund to improve outcomes for vulnerable children by achieving substantial change in how resources are used. The aim is to shift, wherever possible, from higher cost late interventions to early and effective intervention and preventative spend.

3 Main report

Background

- 3.1 The Scottish Government's objective of early years change programme, as defined in the Early Years Taskforce Shared Vision and Priorities, is to accelerate the conversion of the high level principles set out in the Early Years Framework into practical action. This must:
- Deliver tangible improvement in outcomes and reduce inequalities for Scotland's vulnerable children.
 - Put Scotland squarely on course to shifting the balance of public services towards early intervention and prevention by 2016.
 - Sustain this change to 2018 and beyond.
- 3.2 The Scottish Government's expectation is that all partners will:

- Consider how they can support universal services to deliver better for children in their early years and their families.
- Raise public awareness of the significance of the early years to children's healthy development, and consider how they can build the capacity of families and communities to secure better outcomes for themselves.
- Bring the totality of their resources (including those supporting current service delivery, both in children's and adult services) to discussions on how we can best deliver the aspirations of the Early Years Framework.

3.3 The Scottish Government has established the Early Years' and Early Intervention Change Fund to encourage partnership working to deliver a shared commitment to ensuring:

- Children have the best start in life and are ready to succeed.
- Improved the life chances for children, young people and families at risk.
- Young people are successful learners, confident individuals, effective contributors and responsible citizens.

3.4 The Fund represents the Scottish Government, Local Government and NHS Scotland's intention to shift resources to where they makes the most difference in the longer term, by supporting prevention and early intervention. It is important that our actions also deliver improved outcomes in the short to medium term.

3.5 The national policy direction has a clear focus on strengthening early support to families. In Edinburgh a key challenge is to reduce the high volume of expenditure on children who are Looked After and Accommodated and increasing our capacity to sustain children within their families and communities wherever possible. This is consistent with our approach to date through "Supporting parents and carers: a framework for action 2009 -2012". It will also inform departmental Commissioning Plans and contribute to meeting relevant NHS HEAT targets. The programme will accelerate the implementation of the aspirations in the Early Years Strategy and the Integrated Plan for Children and Young people.

Vision

- 3.6 The Edinburgh Children's Partnership will meet family support needs and improve outcomes for children and young people by providing services which focus on prevention and early intervention at the earliest opportunity, in partnership with parents and carers wherever possible.
- 3.7 Most parents and carers do a very good job of raising children but it is always better to prevent difficulties than tackle crises. We will ensure that families receive the information, advice, encouragement and practical support they need, when they need it, so they can raise their children with confidence and manage their successful transition into adulthood.

- 3.8 The Partnership will work in a way that builds on the strengths of families and communities, tackles inequality and make sure that services reflect the principles and core components of Getting it Right for Every Child.

To achieve this it is important we have a competent and confident workforce to deliver high quality parent and carer support.

Implementation

- 3.9 The Edinburgh Children's Partnership established a multi-agency Early Years Change Fund Core Group to provide leadership for the effective implementation of the Early Years and Early Intervention Fund. The Core Group is chaired by the Director for Children and Families and membership includes representatives from NHS Lothian and the Voluntary Sector as well as Children and Families.
- 3.10 The Core Group will apply evidence based methods to build and sustain family capacity pre and post birth, working with communities to increase resources and opportunities at a neighbourhood level and across the city.
- 3.11 The work which emanates from the Group will contribute directly to the agreed strategic outcomes of the Integrated Plan for Children and Young People and Children and Families Service Plan.
- 3.12 At its first meeting the Core Group agreed the main objectives to be taken forward through four work streams.

Objectives

- 3.13
1. Strengthen universal ante natal and early years services especially for vulnerable* children and families
 2. Reduce the need for children and young people to become Looked After
 3. Improve support for children and young people Looked After at home to reduce the need for children to be accommodated
 4. Increase CEC fostering capacity and strengthen Kinship Care arrangements to achieve best outcomes for children and young people and provide best value placements.

* *Vulnerable* includes those children at risk, with a complex disability or with additional support needs.

- 3.14 Achieving these objectives requires a focus on:
- strengthening universal ante-natal and early years services especially for vulnerable children and families focusing on prevention and early intervention
 - building parenting and family capacity and confidence pre and post birth
 - working effectively with parents and carers as partners
 - helping communities to provide a supportive environment for children, young people and families
 - delivering high quality integrated services that meet the holistic needs of children and families

- achieving an appropriate mix of universal and targeted services
- ensuring children are supported to reach appropriate developmental milestones through effective earlier identification
- developing a workforce with the skills to deliver prevention and early intervention

3.15 In Edinburgh there is a strong tradition of partnership working to improve outcomes for children and young people.

Seeing the successful implementation of Getting it Right for Every Child as integral to delivering this vision for early years and early intervention is vital

What is the problem we are trying to solve?

Early Years 0-8

3.16 There continues to be a significant increase in the number of children under 5 who are becoming looked after and accommodated, especially under-1s including those accommodated at birth. A significant number of these are second or third children and the key causes are parental mental ill-health or substance misuse (drugs and alcohol), adults who present a risk and chronic neglect. A large number of these children themselves have complex needs.

Children in Need

3.17 The definition of a child 'in need' from Section 93(4) of the Children (Scotland) Act 1995 is that:

- (a) s/he is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development unless they are provided for him, under or by virtue of this part, services by a local authority
- (b) his/her health or development is likely significantly to be impaired, or further impaired, unless such services are so provided
- (c) s/he is disabled
- (d) s/he is affected adversely by the disability of any other person in his family

3.18 The Core Group aims to drive the development of a range of services across the city so there are consistent and appropriate resources available to children in need and their families which improve the quality of their lives and their outcomes and reduce the need for children to require higher levels of intervention or become Looked After.

Children with Additional Support Needs

3.19 There are around 4,000 children in Edinburgh with additional support needs including disability and behavioural problems. They are more likely to come from families in poverty and live in our most deprived communities and their life outcomes are likely to be significantly poorer. There are around 40 families on the waiting list for respite support and they can wait for extended periods. Through partnership working we aim to improve access to all relevant services, ensuring that children with additional support needs are not

marginalised and receive education in an appropriate setting.

Children Looked After at Home

- 3.20 There are currently around 400 children and young people in Edinburgh who are Looked After at home i.e. subject to compulsory care measures but still living in the care of their family, usually their parents. The reasons for these care measures vary widely but there is a consistent need to work effectively with families to improve outcomes for this group and to make sure those children who are “on the edge of care” remain at home with their families wherever possible.

Foster and Kinship Care

- 3.21 There is a commitment to improve support to kinship carers of Looked After children in order to increase the proportion of Looked After children living away from home who are in a kinship placement.
- 3.22 By increasing the numbers of kinship carers and the support available to kinship carers more children can live within their wider family when their own parents are not able to care for them.
- 3.23 By increasing the number of City of Edinburgh Council foster carers we can provide more family-based care opportunities for children who cannot live with their own family.
- 3.24 Providing foster carers ourselves rather than purchasing foster carers also provides best value and releases substantial resources that could be used to provide more family-support services.

Getting It Right for Every Child

- 3.25 We want to take steps to reduce the need for children and young people to come into care.

The implementation of Getting it Right for Every Child will deliver more successful, efficient and effective early intervention. It will result in every child or young person in need having an appointed Lead Professional and a regularly reviewed Plan which:

1. reduces the number of separate interventions, assessments and associated meetings that parents, carers, children and staff need to attend
2. builds the capacity and confidence of family members
3. provides appropriate practical offer and emotional support to family members to implement required behaviour changes

Good Health for Every Child

- 3.26 In common with the NHS across Scotland, Lothian Health will introduce a 24-30 month review to enable early intervention and universal provision of age appropriate health promotion and parenting support and to facilitate early identification of children requiring additional support to attain their health learning and development potential. Key issues for the review include speech,

language and communication skills; personal, social and emotional development (including behavioural issues); nutrition, growth and weight; immunisations; parental concerns and issues; vision, hearing and oral health; and physical activity and play.

- 3.27 A national assessment tool is currently being agreed and the intention is that NHS Lothian will implement this assessment in September 2012. In Edinburgh this will ensure that 7000 toddlers age 24-30 months will be contacted and offered the assessment. It is envisaged that 10% of children assessed may require follow up intervention and / or access to parenting programme. Resource implications are under discussion and it is envisaged that there will be a resource allocation that will be included as part of the Health contribution to the Edinburgh Early Years and Early Intervention Change Fund.

What are our strategies?

Objective 1: Strengthen universal ante natal and early years services especially for vulnerable children and families

- 3.28 There is a commitment to improve early access to antenatal services to support mothers-to-be to breastfeed, improve maternal and infant nutrition, reduce harm from smoking, alcohol and drugs, and improve healthy birth weight.
- 3.29 All children are entitled to 475 hours of pre school education in the term after their third birthday. In Edinburgh this is currently accessed by parents from a range of provision including nursery schools and classes, partner provider nurseries and a smaller number in Early Years/Child and Family Centres. This will increase to 600 hours per year of integrated early learning and childcare from August 2014.
- 3.30 Children have the best start in life when they are supported by parents who are confident in their role. There is much evidence to support the view that good pre school early learning and childcare has a positive impact on the social and emotional, cognitive and physical development for all children. Our vision for early years would mean that all children would have access to high quality early years settings where the role of parents is valued and supported. Children who are most vulnerable would receive support in response to their needs through this gateway of universal provision.
- 3.31 Support for our most vulnerable young children is currently provided by Health Visitors and by Early Years/Child and Family Centres which provide care for children aged 0-3 and a package of support to parents and carers. It is our vision in the early Years Strategy to develop the services provided by Early Years Centres across the city to ensure that parents have local access to these services. The centres would provide care for children under three and early learning from 3-5 alongside other services to support parents/carers including health and the voluntary sector.
- 3.32 All children are entitled to a Health Visitor assessment by 6 months. At present, if a child has not been identified at 6 months as requiring support, this may be unrecognised until the child accesses pre school provision. We

recognise the limitations of the universal ante natal programme for the most vulnerable children and families. We will develop current work which strengthens support at this critical stage. Early years establishments and Health have a key role in developing support to parents from birth through to transition to primary school in activities that support early literacy, numeracy and health and well being.

We plan to:

- 3.33
- Work with parents and carers including those who are “hardly reached” to inform future priorities and influence practice.
 - Ensure that at least 80% of all pregnant women have booked in for antenatal care by the 12th week of gestation.
 - Develop early years hubs in all localities and increase the range of services provided through partnership working and more flexible use of resources.
 - Increase the number of places for vulnerable two year olds across the city and introduce the 24-30 month Health Visitor assessment.
 - Provide support children with additional support needs.
 - Provide more pre-school provision in special schools.
 - Provide pre-school support for children with additional support needs during school holidays.
 - Identify approaches to measure readiness for school including literacy, numeracy and health and wellbeing.
 - Deliver a range of evidence based programmes and implement the quality assurance framework for 0-3 in all establishments.
 - Place Family Nurse Partnership and the Prepare Service on a longer term footing.

What would success look like?

- 3.34
- Parenting support would be available for all families locally.
 - Improved breast feeding rates and other important health behaviours in parents and children.
 - Early Years Centres will provide integrated early learning and childcare available in every locality.
 - Increased provision would be available for vulnerable two year olds through a range of early years’ services.
 - Children identified as vulnerable would receive help to reach appropriate developmental milestones.
 - Fewer families with children with additional support needs fall into crisis situations.
 - Views of parents and carers, particularly those who are “hardly reached” would be consistently considered when developing services.
 - All centres providing care for children would be assessed as high quality.

Objective 2: Reduce the need for children and young people to become Looked After

- 3.35
- Evidence demonstrates that supporting children and families in the context of their homes, peer groups and communities is most effective overall. We

therefore need to improve our ability to identify early those parents and carers who are experiencing difficulty in providing a stable, safe and nurturing home environment and those who face particular problems in providing for children with additional support needs. We will work with them to put in place and sustain strategies to deliver supportive and nurturing family settings.

3.36 Currently, a range of parent and carer support (developed through the implementation of Edinburgh's Framework for Supporting Parents and Carers) is provided throughout the city but this is not always distributed equitably and access to evidenced based programmes and interventions is not consistently available. It is proposed that resources which support this to happen successfully are deployed and evaluated throughout this change process.

3.37 The numbers of families where parental substance use is problematic is increasing and our approach to this issue needs to involve close working with adult treatment and recovery services both in the statutory and voluntary sectors to intervene earlier and more effectively to stabilise family lives wherever possible and appropriate.

3.38 At present, a large number of notifications of concern are submitted to Social Care Direct which do not meet the threshold for allocation to a social work service and which are logged but not passed on to midwives, health visitors or schools. This significantly impacts on the ability to fully implement Getting it Right for Every Child and ensure that the Named Person has all the information they need to put in place effective support to address early concerns.

We plan to:

- 3.39
- Support families earlier so children can remain safely in that setting and parent's capacity and confidence is increased.
 - Identify specific cohorts of young people "in need" aged 0-5, 5-12 and 12+ and ensure each child has a clear Plan with an identified Lead Professional and key worker allocated.
 - Increase support during school holidays for families of children with ASN and reduce the length of time that families wait for respite care for children with additional support needs.
 - Make sure there are closer links between adult treatment and support services and resources for children and families and embed evidenced based approaches to family support and capacity building.
 - Work with NHS Lothian to successfully Work with Edinburgh's Alcohol and Drug Partnership and NHS Lothian Sexual Health Strategy Group to increase support to young women leaving care and to make sure make sure all pregnant women book in to midwifery services by 12 weeks.
 - Work with local Children's Services Management Groups and distribute resources based on evidenced need and priorities.
 - Increase the range of family support services.

What would success look like?

- 3.40
- Vulnerable families are identified quickly and a plan for support is in place.

- Families tell us they get the practical support they need.
- All children in need have a Plan and a Lead Professional and regular reviews of the effectiveness of these plans demonstrate improvement.
- Increased support for families with children with additional support needs will reduce the number of families experiencing crisis situations and reduce the waiting time for respite care.
- Social Care Direct ensures that all concerns notified to them but not allocated are routed to the Named Person quickly.
- The key worker role is tested, evaluated and modified accordingly.
- Evaluation of children's plans demonstrates impact of early intervention.
- The rate of reception to care is stabilised.

Objective 3: Improve support for children and young people Looked After at home to reduce the need for children to be accommodated

3.41 Edinburgh currently has a population of approximately 400 children Looked After at home. All Looked After children have an allocated social worker: however, caseloads are high which affects the time available to individual families and children Looked After at home are not independently reviewed. In addition, social workers cannot readily access practical support to provide the help needed by families. There is a real need to simplify referral systems and make sure that the right help, identified through the Lead Professional and Child Planning process, gets to the families who need it at the right time.

We plan to:

- 3.42
- Undertake an analysis of the needs of the LAC at home population and the population of children who were accommodated in the last year and consult with stakeholders regarding levels of unmet need.
 - Determine what changes to practice and services would allow needs to be better met and risk to be managed to prevent the need for children to be accommodated.
 - Plan and implement change in practice and services including expanding practical family supports, evidence-based parenting programmes (e.g. Incredible Years, Teen Triple P) and a multi systemic team.
 - Implement the Whole System approach in collaboration with Lothian and Borders Police.
 - Further develop and consistently implement independent reviewing of Looked After children at home.

What would success look like?

- 3.43
- The rate at which children require to be accommodated will be reduced.
 - Outcomes for children Looked After at home e.g. family stability and attachment, attainment and achievement, health and employment will improve.
 - Youth offending will continue to decrease.

Objective 4: Increase CEC fostering capacity and strengthen Kinship Care arrangements to achieve best outcomes for children and young people and provide best value placements

- 3.44 Currently, City of Edinburgh purchases approximately 40% of its foster care placements and support from independent and voluntary sector providers. There will continue to be the need for partnership provision in this respect but we want to increase our own capacity to offer high quality, supported foster care placements within the child's community.

We also want to decrease the length of time involved in progressing permanency arrangements for children for whom this is appropriate.

We plan to:

- 3.45 Improve the quality of care for children and young people who are accommodated by the Council in Edinburgh by increasing choice within placement specifications and enhancing our capacity to account for ethnicity, siblings and complex needs in placing decisions; We will achieve this by:
- Increasing the number of foster carers by 50 net places year on year for three years, increasing current capacity by 150 over a five year period.
 - Increase hours of day care available by 10% per year for the three years of this funding.
 - Increase the numbers of kinship carers to at least the Scottish average and practical and professional support to kinship carers to increase and sustain placements.
 - Increase and enhance foster care recruitment and approval activity.

What will success look like?

- 3.46
- The proportion of children in CEC placements will increase
 - More children will be in kinship placements and kinship care support services are strengthened.
 - There will be increased choice, reduced multi-placements and the timely establishment of permanence plans.
 - Young people are supported to remain in contact with family, community and education.
 - There will be a significant reduction of costs.

Evaluation

- 3.47 Performance measures will be consistent with those in place to measure progress in the Single Outcome Agreement; Edinburgh's Integrated Plan for Children and Young People and the Children and Families Service Plan. (Appendix 2 provides one illustration of how the performance of each of the work streams will be monitored and reported).

Information and engagement

- 3.48 The principle of seeking feedback on service development and delivery on an ongoing basis is central to the effective use of the Early Years and Early Intervention Change Fund to produce transformational and sustainable change.

The key aims of the Change Fund and its implementation in Edinburgh will be communicated regularly through the partnership forums and networks already established to improve outcomes for children and young people including:

- Edinburgh Children's Partnership (and all associated partner networks)
- Children's Services Management Groups
- Council and NHS Lothian staff communication channels
- City of Edinburgh Council Committee structures
- Neighbourhood Partnerships
- NHS Lothian Board and Edinburgh CHP

- 3.49 Information about the use of the fund will be disseminated during the forthcoming consultation on the Children and Families Commissioning Plan (and associated service specific plans)

Regular information and updates on each work stream will be posted on the pages of the [Edinburgh Children's Partnership](#)

4 Commissioning

- 4.1 The partnership recognises the contribution made by the voluntary sector in meeting the needs of vulnerable children in Edinburgh. It is proposed by the Core Group that the voluntary sector will be part of delivering this agenda for change and this will inform the Council's Commissioning Strategy.

5 Financial Implications

- 5.1 Financial investment to deliver this project will be made available from 1 April 2012 – 31 March 2015.

The Council's commitment to this fund is £8.6m over the next three years.

There is also an additional contribution from the Scottish Government specifically for Looked After 2 year olds of £117,000 per year over the next three years.

NHS Lothian has around £1.7m per year of committed expenditure in Edinburgh on EYCF related initiatives.

Options for specific investment in service developments to achieve the objectives are set out in Appendix 1.

All plans for preventative approaches must be sustainable after the fund ends

through delivery of savings in residential, secure and fostering services.

6 Equalities Impact

- 6.1 The implementation of the recommendations from the report will continue to advance equality of opportunity for vulnerable children and families. An Equality Impact Assessment will be completed for each of the four work streams.

7 Environmental Impact

- 7.1 There are no adverse environmental impacts arising from this report.

8 Conclusions

- 8.1 The work of the Early Years and Early Intervention Change Fund is key to improving outcomes for children and reducing upward pressure on budgets for Looked After Children. Our aim is to effect a transformational change programme that delivers effective early intervention and strengthens support to children and families.

9 Recommendations

- 9.1 The Education, Children and Families Committee is asked to agree the following recommendations.
- a) The Committee supports the objectives of the Early Years and Early Intervention Change Fund to work in partnership to achieve a substantial shift in resource allocation to preventative spend.
 - b) The Committee approves the investment in service developments set out in Appendix 1.
 - c) The Committee agrees the proposed performance framework and reporting arrangements.

Gillian Tee
Director of Children and Families

Appendices	1 Proposed investment in service developments
	2 Performance Measures for each work stream

Background papers	<ol style="list-style-type: none"> 1 Early Years Framework, Scottish Government 2 The Early Years Taskforce-Shared Vision and Priorities, Scottish Government/COSLA/NHS 3 Integrated Plan for Children and Young People 4 Supporting Edinburgh's Parents and Carers Framework 5 Improvement Outcomes for Children and Young People in Craigroyston, report to E,C&F Committee 8/3/12 6 Single Outcome Agreement 2012-15 7 A New Look at Hall 4 – the Early Years – Good Health for Every Child Guidance, Scottish Government
Contact/tel/Email	Alistair Gaw, Head of Support to Children and Young People, 0131 469 3388, alastair.gaw@edinburgh.gov.uk
Wards affected	All
Single Outcome Agreement	<p>National Outcome 3 - We are better educated, more skilled, more successful, renowned for our research and innovation</p> <p>National Outcome 4 - Our young people are successful learners, confident individuals, effective contributors and responsible citizens</p> <p>National Outcome 5 - Our children have the best start in life and are ready to succeed</p> <p>National Outcome 6 - We live longer, healthier lives</p> <p>National Outcome 8 - We have improved life chances for children, young people and families at risk</p> <p>National Outcome 9 - We live our lives free from crime, disorder and danger</p> <p>National Outcome 11 - We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others</p>

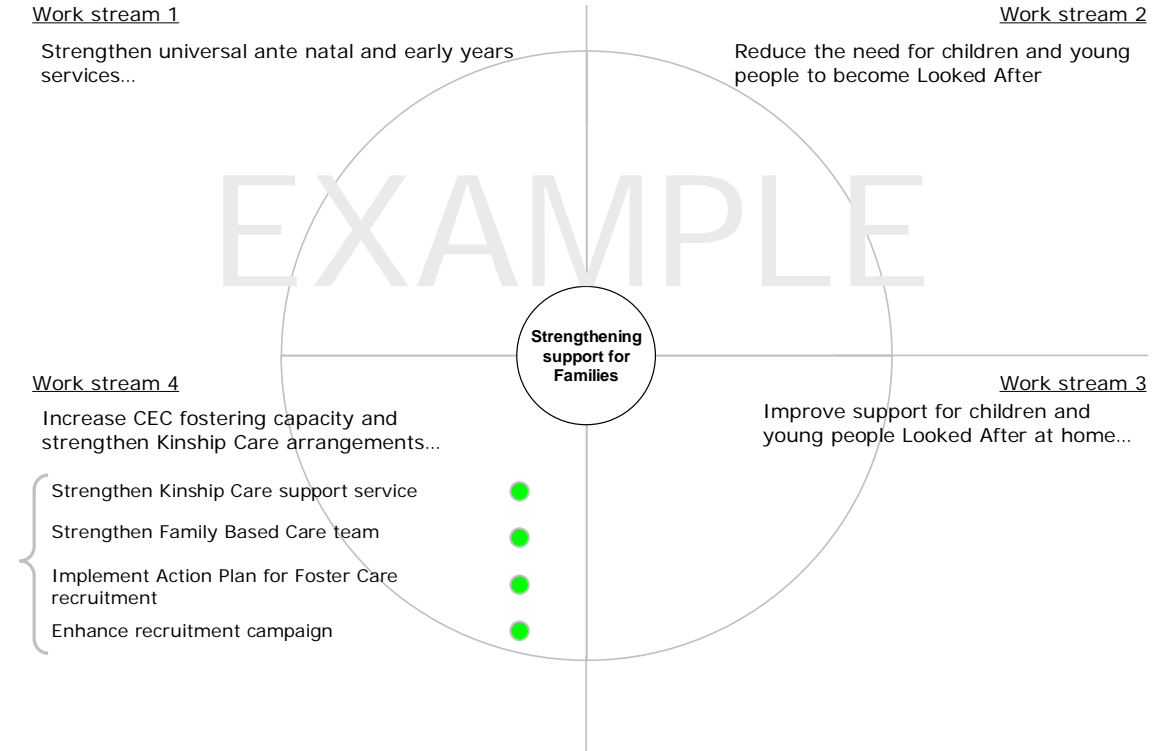
Appendix 1

Early Years and Early Intervention Change Fund – Proposed investment in service developments			
	2012/13	2013/14	2014/15
Objective 1. Strengthen universal ante natal and early years services especially for vulnerable children and families			
Provide Early Years Centre Services in each neighbourhood - Fort Early Years centre	42,521	127,562	127,562
Provide Early Years Centre Services in each neighbourhood - Pilrig / Craigentiny	200,000	47,836	63,781
Provide Early Years Centre Services in each neighbourhood - Royal Mile PS/Hope Cottage	0	115,609	154,145
Provide Early Years Centre Services in each neighbourhood - Oxfgangs PS	0	48,123	64,164
Provide Early Years Centre Services in each neighbourhood - Clermiston/Rannoch	200,000	152,580	203,440
Early Years Officer to support the development of PEEP	0	18,860	18,860
Pilot of 15hpw provision for 2 weeks across 5 nurseries	50,000	0	0
	492,521	510,570	631,952
Objective 2. Reduce the need for children and young people to become Looked After			
Family Group Decision Making - expand and reprioritise	85,000	170,000	170,000
Evidence based parenting support programmes	50,000		

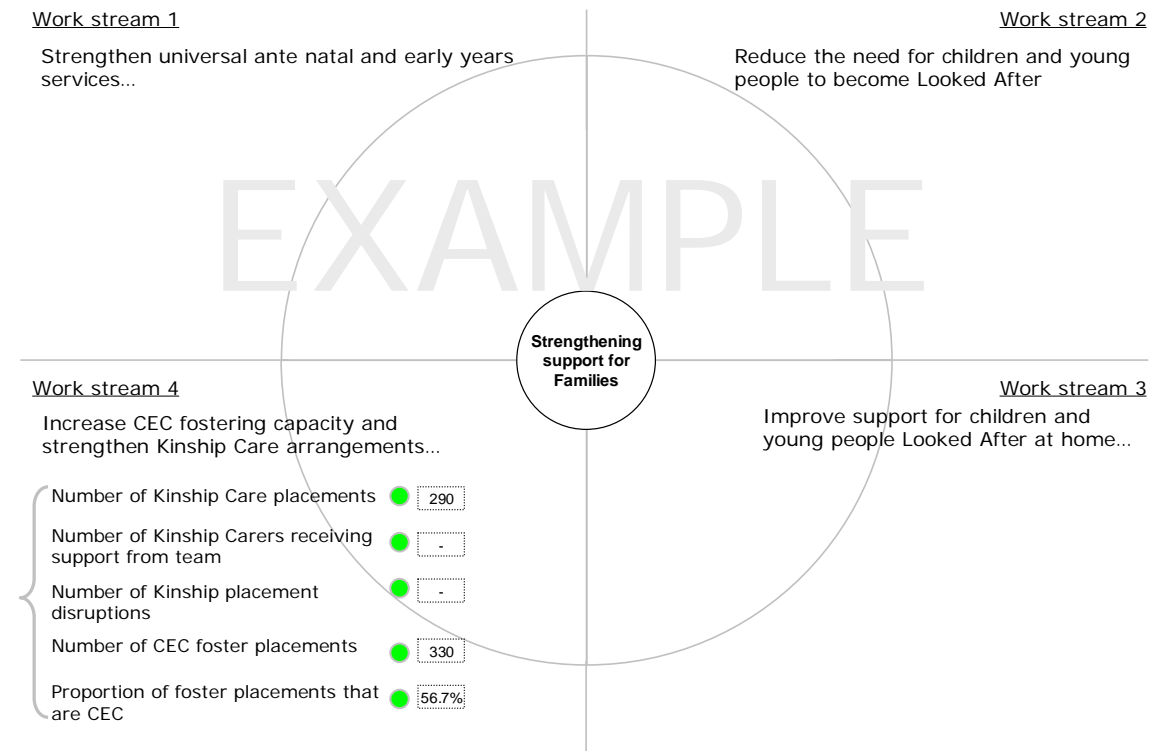
Parenting Support for parents of older children - expansion	60,000	120,000	120,000
Expand family support service to provide practical help for families	42,188	270,000	270,000
	237,188	560,000	560,000
Objective 3. Improve support for children and young people Looked After at home to reduce the need for children to be accommodated			
Multi Systemic Therapy to be introduced	200,000	650,000	650,000
Expand family support service to provide practical help for families	42,188	270,000	270,000
	242,188	920,000	920,000
Objective 4. Increase CEC fostering capacity and strengthen Kinship Care arrangements to achieve best outcomes for children and young people and provide best value placements			
Increased support to families with kinship care arrangements.	32,500	145,000	145,000
Recruit more CEC carers - funding for additional staffing and marketing	325,333	463,000	553,000
	357,833	608,000	698,000
Total Commitments	1,329,730	2,598,570	2,809,952
Budget	1,630,000	2,874,000	4,138,000
Balance available	-300,270	-275,431	-1,328,048

Examples of the summary presentation for the Actions and Performance Indicators for the four Work streams

Early Years and Early Intervention Change Fund – Progress on Actions



Early Years and Early Intervention Change Fund – Performance Indicators












EXAMPLE

Early Years and Early Intervention Change Fund: Strengthening support for Families

Work stream 4

Increase CEC fostering capacity and strengthen Kinship Care arrangements to achieve best outcomes for children and young people and provide best value placements

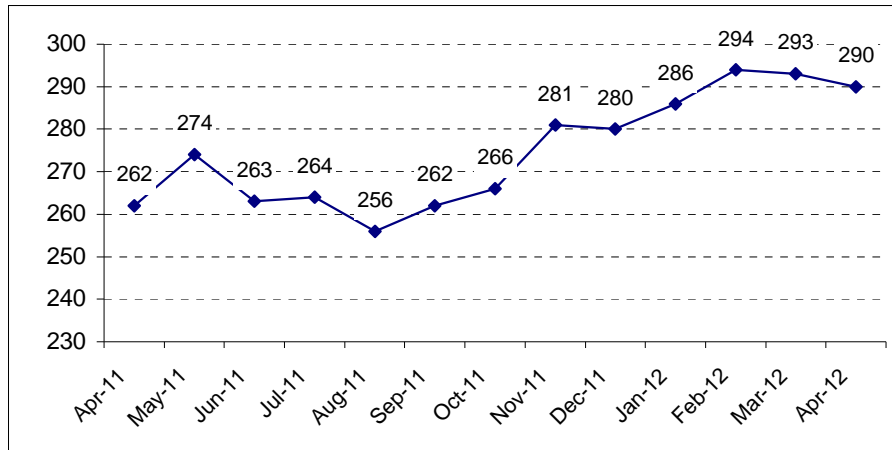
Performance Indicator		February 2012	March 2012	April 2012	Status	Long term trend	Long term target	Note
		Value	Value	Value				
WS4.1	Number of Kinship Care placements	294	293	290				
WS4.2	Number of Kinship Carers receiving support from team	-	-	-				Recording and reporting mechanism to be defined.
WS4.3	Number of Kinship placement disruptions	-	-	-				Recording and reporting mechanism to be defined.
WS4.4	Number of CEC foster placements	341	340	330				
WS4.5	Proportion of foster placements that are CEC	57.5%	57.4%	56.7%				

Current Actions	Status	Update Note
Strengthen Kinship Care support service		*example* Status of recruitment of staff into Kinship Care team/service
Strengthen Family Based Care team		*example* Status of recruitment of staff into Family Based Care team
Implement Action Plan for Foster Care recruitment		*example* Status of progress regarding 26 actions in plan
Enhance recruitment campaign		*example* Status on current/planned resourcing of Foster Me campaign

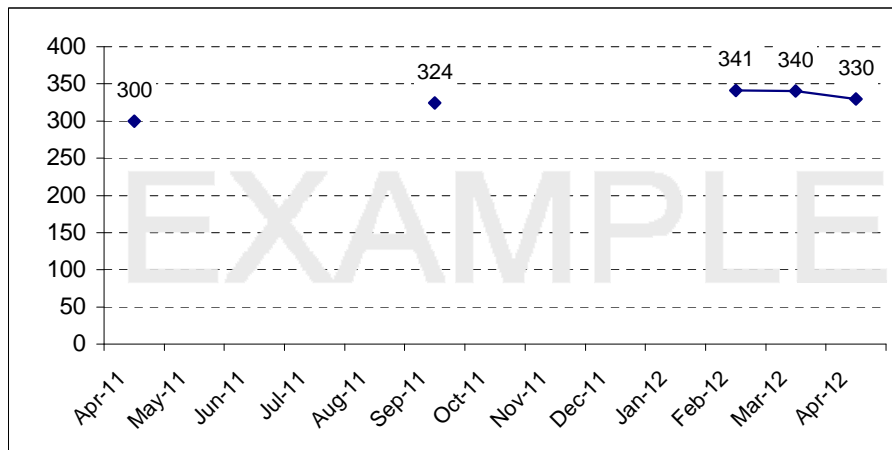
Work stream 4 Performance Indicators

Increase CEC fostering capacity and strengthen Kinship Care arrangements to achieve best outcomes for children and young people and provide best value placements

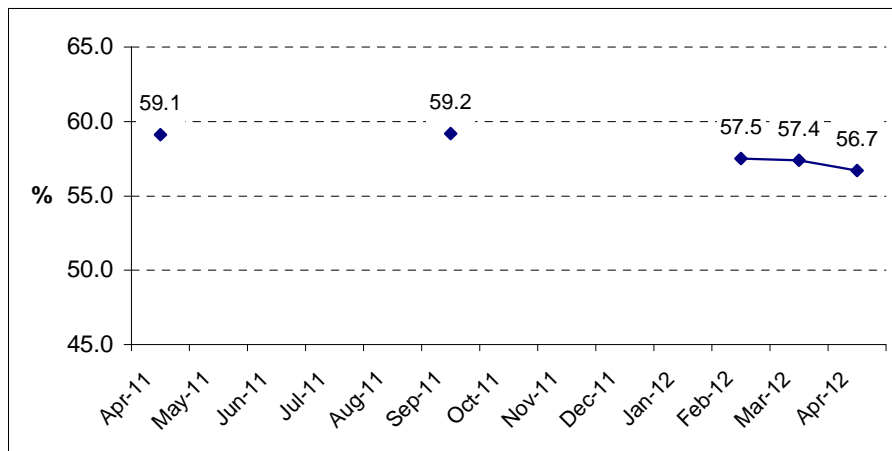
WS4.1 Number of Kinship Care placements



WS4.4 Number of CEC Foster Care placements



WS4.5 Proportion of foster placements that are CEC



Annual Report on Child Protection Performance and Service Developments

Education, Children and Families Committee

21/06/12

1. Purpose of report

- 1.1. To inform Committee about progress on key performance indicators, and service developments, in Child Protection, specifically in relation to the Children's Practice Teams within City of Edinburgh Council.

2. Summary

- 2.1. Child protection services within the council have been on a journey of improvement over the last 4 years since departmental re-organisation in 2008. Performance on key indicators has continued to improve and the service is now doing well across all these indicators. This has been achieved partly through internal improvement actions but also through better partnership with other agencies such as the Scottish Children's Reporters Administration.
- 2.2. This report describes other key service developments including the establishment of Social Care Direct as a single point of contact for all requests for a social work service for families; improved arrangements for assessment of kinship care and plans to improve support to kinship carers; a positive picture in relation to recruitment of social workers in CEC; plans to develop services through the Early Years Fund; improved arrangements for jointly interviewing children subject to Child Protection Procedures; and the development of a learning culture within children's social work in Edinburgh, including a partnership approach with Edinburgh University.

3. Main report

- 3.1.1 Child protection services within City of Edinburgh are on a journey of improvement. The HMle inspection report of 2009 found significant improvements since the inspection of 2007 and rated services as satisfactory overall. Inspectors expressed confidence that managers would make the required improvements and that no further visits were necessary in connection with that inspection.

3.1.2 Since then the Care Inspectorate has completed a further inspection of social work services across City of Edinburgh. The report made 4 recommendations:

- (i) The service should improve communication with people who use services and their carers to ensure they are listened to about proposed changes in the services they receive.
- (ii) The service should continue to improve systems for recording information about people who use services, and ensure that information is accessible to those professionals who need it.
- (iii) The service should ensure that workload monitoring and file auditing takes account of the quality of the work undertaken by staff, and it's impact on service users and takes the views of staff into account when making changes to workload management.
- (iv) The service should continue to improve review processes and ensure that those most vulnerable are subject to reviews by appropriately qualified and experienced staff, and any concerns responded to quickly.

3.1.3 Some of the improvement actions listed below relate directly to these recommendations, particularly in relation to case evaluation and reviews of children and young people

3.1.4 The Care Inspectorate is due to conduct a multi-agency children's services inspection protection in Edinburgh in October/November 2012. The multi-agency Child Protection Improvement Plan is being revised by the Child Protection Committee, with the priorities for improvement being self-evaluation and advocacy for children. The inspection will have a broad focus, looking not just at child protection but also at Looked After Children, Children in Need, Adoption and Early Years.

3.2 **Key Performance Indicators**

3.2.1 Performance levels and improvements across a number of key indicators have been encouraging this year

3.2.2 Appendix 1 contains an extract from a recent report to the Social Work Performance Management Group. This group oversees performance on key indicators relating to child protection and other social work performance

3.2.3 Allocation of social workers to children on the Child Protection Register and Looked After Children has been 100% throughout the year. This is in spite of an increase in the numbers of Looked After Children from 1,342 to 1,398 in the year 2011/12

3.2.4 Provision of reports to the Scottish Children's Reporters Administration has shown continued improvement with the final 2011/12 SCRA figure expected to be above 70% compared to 66% for 2010/11.

- 3.2.5 In June 2011, the authority implemented the National Child Protection Guidance, including decreasing the timescale for Initial Child Protection Case Conferences (ICPCCs) from 28 to 21 days, and introducing a 3 month review after registration. This came just a few months after a reorganisation of the independent reviewing teams (the integrated service now being known as the Children and Young People's Review Team). The implementation of national guidance, along with the increase in numbers of Looked After and Accommodated Children, created some pressure on the service, and there was a dip in ICPCC performance at the turn of the year. Despite this the overall performance trends are upward with 81% of ICPCCs taking place within the 21 day timescale in 2011/12 compared to 79% taking place within the 28 day timescale in 2010/11.
- 3.2.6 The percentage of all Looked After and Accommodated Children (LAAC) who had been reviewed within timescale improved from 62% in March 2011 to 81% in March 2012. This improvement reflects the ongoing monthly performance of conducting LAAC reviews within timescale which was 90% in March 2012
- 3.2.7 Formal monitoring and reporting of reviews for children Looked After at Home was introduced during 2011 with the percentage of all LAC at Home who had been reviewed within timescale being 74% as at March 2012.
- 3.2.8 Formal monitoring and reporting of the allocation of an independent reviewing Officer to newly accommodated children was recently introduced with none of the 28 cases in March 2012 waiting more than the target maximum of five days.

3.3 Service Development

- 3.3.1 Social Care Direct continues to provide an effective one-stop shop for all children's social work referrals, ensuring that children needing a social work service are work-flowed promptly to the practice team for allocation of a worker.
- 3.3.2 In relation to requests for service which do not meet the threshold for social work allocation, there is still no mechanism to ensure that information about incidents involving children (eg police reports of child concerns) is passed to the named person in universal services. Discussion is underway to resolve this within the Children's Partnership.
- 3.3.3 Recruitment of social workers continues to be done on a city-wide basis. We have protected staffing levels within social work practice teams in spite of overall budget reductions and recruitment continues to be healthy in that we attract a large number of good quality recruits each time we advertise. Our establishment of social work practitioners across the city is 115 social workers and 40.5 senior practitioners. In the last year, 14 social worker posts were converted to senior practitioner as part of the staff retention strategy. These are included in the figure of 40.5. Both figures include staff in the specialist disability team and the hospital social work teams. We have a small number

of vacant posts created by recent moves and will be advertising to fill these in the near future.

- 3.3.4 Over the last 2 years the service has developed an assessment service for kinship carers of Looked After Children. The service is managed by a kinship care co-ordinator, who oversees all assessments. Most of these are carried out by independent assessors employed on a “piecemeal” basis to do individual assessments. The service has dealt with 370 referrals in the last 30 months involving over 460 children. The work of the team was reported to the Children’s Partnership in March 2012. There is work in progress to consolidate the service and to commission services to improve support to kinship carers. We have also recently set up a multi agency advisory group on kinship care to ensure that all agencies are working together and taking into account the views of kinship carers.
- 3.3.5 Another issue in relation to kinship care is that Looked After Children admitted to kinship placements do not currently receive a service from the Looked After Nurses in NHS. In addition, there is no medical advice provided to the kinship care panel which makes recommendations on routes to permanence in relation to children placed in kinship care. This issue is under discussion at the Children’s Partnership.
- 3.3.6 The work of the Early Years Fund group and Priority Based Planning within CEC will also include proposals to strengthen early support to children and families at risk or in need, by improving models of family and community support and implementing evidence based practice approaches such as Multi-Systemic Therapy.
- 3.3.7 Child protection case audits in social work continue to show good results in relation to clear plans being in place which meet the needs of children and families. The service now needs to develop our model of case auditing to have a greater focus on the quality of intervention and the outcomes for children and their families. Work is underway with the Quality Improvement Team to develop this model, which will include a greater level of dialogue with social workers and team leaders about specific cases. The aim would be to then widen this approach on a multi-agency basis in order to strengthen multi-agency self-evaluation.
- 3.3.8 The service has an established social work/police rota for Joint Investigative Interviews of children within the child protection process. In addition to the fixed VRI equipment at Vega, we now have mobile equipment allowing for a more flexible approach. We have started to quality assure the video recorded interviews. This involves a JII trainer viewing the interview (with child and parental consent) and providing feedback to the worker/s involved. This process has only recently started and in due course we will be in a position to report on the findings of evaluations.
- 3.3.9 A Social Work Practice Panel is in place. The membership includes managers and practitioners from within CEC as well as representatives from Edinburgh University. It aims to support a culture of learning in social work including partnership with the academic sector. We have just held our second

practitioner event on the theme of “conversations about practice”, whereby workers have the opportunity to discuss what is informing their practice, how they make and sustain effective relationships with service users and achieve successful outcomes for children. Both events were attended by approximately 70 staff, with very positive feedback.

3.4 Action plan

The key points for further service improvement include:

- 3.4.1 Continue to work with SCRA to ensure data accuracy in relation to performance on reports.
- 3.4.2 Sustain improvements in relation to review and case conferences within timescale.
- 3.4.3 Develop case evaluation towards more analysis of quality and outcomes.
- 3.4.4 Develop work of practice panel, including joint funding bid with University to the Economic and Social Research Council for more activity to support learning culture.
- 3.4.5 Continue work of Early Years Fund including strengthen support to kinship care.
- 3.4.6 Implement advocacy service for children subject to child protection measures.
- 3.4.7 Consider better use of IT systems and Social Care Direct to route all child concerns (not referred to social work) to named person.
- 3.4.8 Consider service improvements in relation to access to Looked After Children’s Nurses for children in kinship placements; and provision of medical advice to kinship carers and kinship panels.

4 Financial Implications

- 4.1 There are no financial implications of this report.

5 Equalities Impact

- 5.1 Strengthening arrangements for children in need of protection or looked after by the Council will have a positive impact in relation to reducing inequalities.

6 Environmental Impact

- 6.1 The report has no adverse environmental impact.

7 Conclusions

- 7.1 Child protection services within City of Edinburgh Council, and within the multi-agency partnership, are on a journey of improvement. There has been

sustained improvements in Key Performance Indicators. The service therefore is in a good position to focus on more qualitative aspects of the service such as evaluating the quality of practice and building the learning culture within the organisation in order to continue to improve outcomes for children. Actions are in place to achieve this.

8 Recommendations

8.1. Committee members are asked to note the contents of this report.

Gillian Tee
Director of Children and Families

Appendices 1 Key performance measures

Contact/tel/Email Andy Jeffries, Service Manager, Children's Practice Teams
469 3129 andrew.jeffries@edinburgh.gov.uk

Wards affected

Single Outcome
Agreement

Background
Papers








Appendix 1 - Children's Social Work Performance Monitoring Scorecard March 2012

Extract of Performance Indicators

PI Code	Short Name	3-month trend			Current Target	Traffic Light Icon	Latest Note
		January 2012 Value	February 2012 Value	March 2012 Value			
CF-VC-002a	Number of children on the Child Protection Register	254	258	266			
CF-VC-003	Number of children on the Child Protection Register without a named Key Worker	0	0	0	0		
CF-VC-005	Number of children on the Child Protection Register for more than 2 years	0	0	0			This good performance has been sustained for the last ten months.
CF-VC-007	Number of Looked After Children	1,405	1,415	1,398			The number of Looked After Children as at the end of March 2011 was 1342.
CF-VC-008	Number of Looked After Children without a named Key Worker	0	0	0	0		
CF-VC-010a	Number of Looked After Children at home	396	387	370			The figure has decreased from 402 in December 2011 to 370 in March 2012.
CF-VC-011a	Number of Looked After Children away from home	1,009	1,028	1,028			
CF-VC-013a	Number of children registered over a six month period	192	188	177			The six month period is October 2011 to March 2012.
CF-VC-013c	Percentage re-registered within 2 years	8.9%	8.5%	7.3%			The figure has decreased from the high of 9.9% in November 2011 to 7.3% in March 2012, which is in line with March 2011.
CF-VC-016	Percentage of children seen by a supervising officer within 15 working days	75%	80%	73%	100%		Ongoing data recording issues cause fluctuations in the monthly reported figures and these continue to be monitored. The confirmed annual figure for 2011/12 is 98% showing improvement with 2008/09 being 72%.
CF-VC-017bi	Percentage of initial child protection case conferences taking place within 28 days of an Inter-agency referral discussion	100%	100%	100%	100%		All 21 took place within 28 days.
CF-VC-017biii	Percentage of initial child protection case conferences taking place within	77%	100%	90%	100%		19 took place within 21 days.

Appendix 1 - Children's Social Work Performance Monitoring Scorecard March 2012

Extract of Performance Indicators

PI Code	Short Name	3-month trend			Current Target	Traffic Light Icon	Latest Note
		January 2012 Value	February 2012 Value	March 2012 Value			
	timescales (21 Days)						
CF-VC-017eiii	Percentage of pre-birth child protection case conferences taking place within timescales	75%	100%	100%	100%		
CF-VC-018a	Average number of days to complete an eIRD	13.1	12.1	9.6			This is based on the time from initiation of the IRD (Interagency Referral Discussion) in the multi-agency eIRD system to the point the IRD is signed off by all agencies and marked as completed. The calculation is then the average for all IRDs completed in the month. There were 71 IRDs closed this month.
CF-VC-021c	The percentage of Children's investigation reports received by the Reporter within target time (non-verified SCRA figures)	72%	65%	64%	75%		SCRA March performance was 57 of 89 received on time. The year to date figure stands at 70% which is above the 2010/11 figure of 66%
CF-VC-023a	Number of children subject to Place of Safety Warrants which were unimplemented on the day	0	1	1	0		s66: 30 warrants were issued for 30 children. 29 were placed on the day s69: 15 warrants were issued for 11 children. All children were placed on the day of warrant. The total figure for March is 45 warrants issued for 41 children. The warrant that was not implemented on the day related to one child and was implemented after one day.
CF-VC-024b	The percentage of current Looked After and Accommodated Children reviewed within timescales	78%	79%	81%	100%		This figure is the highest seen to date.
CF-VC-024h	Number of Looked After and Accommodated Children awaiting the allocation of a Reviewing Officer for more than five days	N/A	2	0	0		All new cases are initially added to the 'awaiting allocation' list prior to being allocated to a Reviewing Officer. The value for this month is based on 28 cases being allocated.
CF-VC-025c	Percentage of Looked After Children at home who have been reviewed within timescales	66%	70%	74%	100%		

Report on the Outcome of the Review of Guidance and Pupil Support

Education, Children and Families Committee

21 June 2012

1 Purpose of report

- 1.1 The purpose of this report is to update the Education, Children and Families Committee on the progress being made with the implementation of changes to the management structures in secondary schools in the City of Edinburgh with specific reference to the outcome of the Review of Pupil Support and Guidance.

2 Summary

- 2.1 This report provides information on the progress in implementation of the revised management structure in secondary schools with specific focus on the outcome of the Review of Guidance and Pupil Support and the implementation of this in all 23 secondary schools.

3 Main report

Background

Progress with Implementation – Guidance and Pupil Support

- 3.1 It was reported to the Committee in June 2011 that the implementation of the proposed Secondary School Management structures should be phased so that no changes would take place in Guidance and Pupil Support until the end of session 2012. Schools have maintained their pupil support structures throughout this session (2011/2012) and have received transition funding to support this.
- 3.2 A working group was set up in November 2011 comprising officers, Head Teachers, Depute Head Teachers and Principal Teachers to consider effective models of pastoral, behaviour and Learning Support, based on the principles of GIRFEC, and has made recommendations on the effective delivery of Pupil Support and Support for Learning. The review paper has been agreed with Head Teachers and issued to all stakeholders. Parents have been consulted through the CCWP. The review paper is attached (See Appendix 1).

Review of Pupil Support in Secondary Schools – Impact on Schools

- 3.3 The attached report provides details of the following:
- A general background
 - The Terms of Reference for the Review (including GIRFEC)
 - 10 recommendations from the working group
 - Implications for the number of promoted posts in Pupil Support
 - An implementation strategy and timeline
- 3.4 The report has been agreed by Head Teachers. The Teaching Unions have been fully engaged through representation on the working group and fortnightly meetings. Pupil Support staff (Guidance & Support for Learning PTs) have been represented in the working group. A focus group of up to 40 Pupil Support staff has also met to discuss progress and the recommendations of the group. The report has been shared with parent councils and the working group met with a representative from the CCWP.
- 3.5 The assignment of posts is planned for 11th – 15th June for Pupil Support Leaders and Support for Learning Leaders. Staff will start in new posts on the 13th August 2012.
- 3.6 In all schools there will be:
- A minimum of 3 Pupil Support Leaders
 - A minimum of 1 Support for Learning Leader
 - A maximum case load of 300 pupils
 - A removal of subject teaching for Pupil Support Leaders
 - An increase of management time for Pupil Support Leaders
 - An introduction of Administrative support
 - An introduction of a Support for Learning Teacher
 - Flexibility under DSM to adjust structures to meet pupil needs
 - A Depute with a strategic overview of pupil support
 - A definite single point of contact and support for every pupil and parent
- 3.7 It is recognised that all teaching staff have a role in school as the key adult. Head Teachers will be supported in developing this in all schools.
- 3.8 As with Curriculum Leader (subject), Pupil Support Leaders and Support for Learning Leaders will be supported in developing leadership. Former PTs will

be supported in ongoing delivery of personal and social education and CPD to enable progression to Pupil Support Leader and Support for Learning Leader.

Overview of Impact on Permanent Post Holders of Guidance, SFL, Behaviour Support in Schools

- 3.9 As a result of the Review, 102 new promoted posts have been established (23 Support for Learning Leaders and 79 Pupil Support Leaders). This change represents a removal of the promoted Principal Teacher management element of 28 posts across secondary schools. It is anticipated that, taking account of VERA volunteers and vacancy control measures, over the school session, the number of displaced post holders will be 6, and this is likely to reduce further as a result of natural turnover.

Summary

- 3.10 It is anticipated that all Curriculum Leader (subject) posts, Pupil Support Leader posts and Support for Learning posts will be in place for the start of session 2012/13 in August 2012.

It is proposed that a summative report on the Review of Secondary Management Structures is presented to the Education, Children and Families Committee before the end of the calendar year.

4 Financial Implications

- 4.1 The new management arrangements including Pupil Support and Guidance will be fully implemented during 2012/13. By March 2013 the department will be in a position to deliver £2.4m savings per annum. These savings will be achieved by:

Reduction of 8 Depute posts (already achieved)	£0.5m
Reduction in the management element of Principal Teacher posts (subject to final analysis of costs)	£1.9m
Total	£2.4m

5 Equalities Impact

- 5.1 There is no equality impact.

6 Environmental Impact

- 6.1 There is no environmental impact.

7 Recommendations

Committee is asked to note:

- 7.1 The progress that is being made with the implementation of Guidance and Pupil Support in Secondary Schools
- 7.2 As detailed in the coalition agreement there is a strong commitment to ensuring that the management structures within our secondary schools support the smooth introduction of A Curriculum for Excellence. A further report will be produced on the implementation of Secondary Management changes before the end of 2012 to the Education, Children and Families Committee.

Gillian Tee
Director of Children and Families

Appendices	1. Organisational Review of Management Structures in Secondary Schools in Edinburgh
Contact/tel/Email	David Wright, Senior Education Manger Schools 0131 469 3413 David.Wright@edinburgh.gov.uk
Wards affected	All
Single Outcome Agreement	
Background Papers	

Organisational Review of Management Structures in Secondary Schools in Edinburgh

Review of Pupil Support in Secondary Schools

Background

An organisational review of middle and senior management in Secondary Schools in Edinburgh has been undertaken and a new Promoted Staff Profile, based on pupil roll bandings, has been produced for each school. This management structure has resulted in an agreed number of Depute Head Teacher posts based on school roll and a reduced number of Principal Teacher posts.

It was agreed at the Education, Children and Families Committee in June 2011 that the organisational review of Pupil Support should be delayed for a year so that the current arrangements for supporting pupils could remain during session 2011/12 and a full review of the future structure of Support for Pupils could be carried out. Transition funding to allow the current arrangements to remain in place was given to schools until June 2012. This decision was supported by Parent Council representatives.

The Review of Pupil Support

A Short Life Working Group led by David Wright (Senior Education Manager) and Jack Hamilton (Seconded Head Teacher) was established with representatives from the following areas to carry out this review:

- 2 Head Teachers
- 2 DHTs Pupil Support
- 2 PTs Guidance
- 2 PTs SfL
- 2 Senior Education Officers – ASL/Inclusion
- 1 HR Officer
- 1 Quality Improvement Officer

The group met frequently between October 2011 and March 2012 and has produced a set of recommendations on Pupil Support Structures in Secondary Schools. These recommendations have been shared with The Director of Children and Families, the Convenor of the Education, Children and Families Committee, Secondary Head Teachers, the Trade Unions and a focus group of Principal Teachers of Guidance and Support for Learning. The proposals will now be shared more widely with staff and parents and a progress report will be taken to the Education, Children and Families Committee in June 2012.

Terms of Reference for the Review

The short life working group included the following criteria within its terms of reference for the review of Pupil Support in Secondary Schools.

The agreed structure should:

- Meet the needs of all pupils in schools
- Ensure a point of contact and support for all pupils and parents/carers
- Incorporate and support the key principles of a Curriculum for Excellence and GIRFEC and develop a cluster approach to meeting the needs of pupils
- Meet the requirements of the Additional Support for Learning Act and the Equalities Act
- Incorporate the key principles of Curriculum for Excellence and Health & Wellbeing
- Ensure that **all teaching staff** have a support role for pupils as Key Adults and make their full contribution to the delivery of an inclusive curriculum and meeting the learning needs of pupils with additional support needs.
- Incorporate the key areas of How Good is Our School Sections 5.3, 5.8 and 9.4
- Ensure that the new model can operate within the agreed school budget for promoted posts
- Develop Leadership of Pupil Support staff in all schools.
- Link clearly to the Service Plan for the Children and Families Department
- Support and enhance pupil achievement and attainment
- Provide a consistent model across all schools.

A review of Guidance and Support for Learning has not been carried in our schools for over 20 years and although an opportunity to do this was presented in 2001 with the implementation of the McCrone Report recommendations, such a review did not take place. A detailed discussion of the Pupil Support structures operating in each of our 23 Secondary Schools has taken place as part of this review and from the evidence gathered it is apparent that there is lack of consistency in terms of the structures which are operating.

Getting it Right for Every Child

The main focus of the Short Life Working Group has been to produce a set of recommendations on Pupil Support Structures in Secondary Schools. The group also recognised the key role of Pupil Support in the effective implementation and delivery of the **Getting it Right for Every Child (GIRFEC)** approach.

GIRFEC is a national programme to improve outcomes for all children and young people in Scotland. It threads through all existing policy, practice, strategy and legislation affecting all children, young people and families. The Getting it Right approach will lead to improved outcomes for children and young people provided that schools and partner agencies work closely together with a shared understanding and application of the GIRFEC principles, using the resources available more effectively and efficiently. Creating a fair, transparent and consistent model for Pupil Support in

our secondary schools is essential for the Getting it Right approach to work successfully.

The ongoing implementation of Getting it Right for every child has seen the model of **Team around the Cluster** developing. This will strengthen joint agency support for children and families within school clusters. A multi-agency team of early intervention and support services including psychologists, social workers, police and youth workers is being established for each school cluster. The school's contribution to building these connections and relationships is crucial and the strong strategic leadership to ensure that children and young people are supported and sustained within their schools and communities should come from within our Pupil Support Teams, directed by the school's Senior Management. We need to build this leadership role into the Pupil Support structure of our schools so that the allocation of resources, the development of services and the training and support of our staff through the Children's Service Management Groups is properly informed by the needs of our universal services.

A consistent model of Pupil Support with scope for flexibility to suit local circumstances, should enable greater articulation with the *Getting it Right* approach and hence lead to achieving better outcomes for children and young people across the City.

Recommendations from the Short Life Working Group

The short life working group has made the following 10 recommendations. It is recognised however that there may be a period of transition before all recommendations can be implemented fully in all schools.

1. New titles should be assigned to the promoted posts within Pupil Support

The former post of Principal Teacher of Guidance should be named 'Pupil Support Leader'.

The former post of Principal Teacher of Support for Learning should be named 'Support for Learning Leader'.

These titles would be assigned to the promoted post holders and would stress the leadership role of post holders with regard to providing high quality pupil support and support for learning in all of our secondary schools on a whole school basis. This would be consistent with and complementary to the emphasis placed on Leadership across the curriculum with the already established 'Curriculum Leader' posts.

2. There should be a core promoted post structure for Pupil Support in all Secondary Schools

All secondary schools should have a core structure for Pupil Support comprising a minimum of:

- One 'Support for Learning Leader'
- Three 'Pupil Support Leaders'

It should be stressed that the core structure represents the minimum model for Pupil Support and Head Teachers can enhance their model provided it is within the overall funding contained within their Promoted Staff Profile.

3. There should be a maximum 'pupil case load' of 300 for Pupil Support Leaders

It is proposed that, based on current pupil numbers (projected school roll August 2012), the promoted post profiles of all schools should meet this recommendation. In all schools Pupil Support Leaders should lead and manage a maximum case load of 300 pupils. Adjustments will be made to the promoted post profile in certain schools to facilitate this recommendation.

4. Pupil Support Leaders (former Guidance Principal Teachers) should continue their teaching commitment in Personal and Social Education without a subject commitment

Until now some Guidance Teachers have retained subject teaching responsibilities. This model was established some years ago. The review concluded that in light of the development of a Curriculum for Excellence and the implementation of the Edinburgh Children's Services delivery model it is no longer the most effective way in which to provide efficient and effective leadership. To ensure consistency in our schools it is proposed that Pupil Support Leaders will not normally teach in their own subject area(s). It is recognised that whilst this may not always be possible due to timetable and coursing fluctuations on a year by year basis it should be a key objective in timetabling responsibilities.

Pupil Support Leaders would be responsible for the development and effective delivery of Personal and Social Education in their schools as part of the overall approach to fulfilling pupils' entitlements in relation to Health and Wellbeing.

5. Pupil Support Leaders should normally have a maximum teaching commitment of 50% and the role of Support for Learning Leaders should be consistent across all schools

Pupil Support Leaders should normally have a maximum of 50% teaching commitment in the delivery of Personal and Social Education.

Head Teachers would be responsible for ensuring that the **Support for Learning Leader** is enabled to impact effectively on a whole school basis within the context of the school's Standards and Quality Improvement Plan (SQIP) and the school's Additional Support Needs Policy, taking into account the Authority's model policy and guidance on Additional Support for Learning.

It is expected that the majority of the **Support for Learning Leader's** time would be engaged in Planning and Consultation, Co-operative Teaching/Quality Assurance and Staff Development /CPD. with a minority of time in Direct Teaching and Specialist Services to individuals. The overall deployment of resources for support for learning should reflect a balanced portfolio across the five roles of support for learning, as defined in the Authority's guidance within an inclusive whole school approach.

Currently, most schools have a minimum of 1 FTE (up to a maximum of 4 FTE) support for learning teachers in addition to a Principal Teacher. The review group concluded that in order to sustain the essential capacity to fulfil statutory obligations on a consistent basis, there should be a minimum of 1FTE Support for Learning Teacher in addition to the Support for Learning Leader in each school and that this is achievable within the overall resources of the school.

6. To achieve consistency across schools, agreed remits should be produced for Pupil Support Leaders and Support for Learning Leaders

To ensure consistency of approach in our schools, the remits of Pupil Support Leaders and Support for Learning Leaders should be developed and agreed. These remits will recognise the crucial leadership role for all aspects of pupil support and especially the implementation, development and effective delivery of the GIRFEC approach.

It is recommended that all Pupil Support Leader posts should be job sized within an agreed remit to achieve consistency of approach in all schools. Similarly this should be done for Support for Learning Leaders to reflect the need for consistency across schools.

As detailed in the Education Scotland Document "Supporting Learners – delivering the entitlement to support in Curriculum for Excellence", there should be a distinct shift in emphasis in creating a culture in which a **key adult** has a holistic view of the Learning and Personal Development of each child and young person and in which all teachers can play their role within a structured whole school approach. Similarly, Curriculum Leaders would be expected to ensure that inclusive approaches and access to the curriculum, including, for example, alternative assessment arrangements, are embedded in day-to-day operational practice within their area of responsibility.

Pupil Support Leaders will be charged with responsibility for ensuring effective and coherent arrangements for progressive intervention proportionate to learners' needs and progress, thus:

- All learners to have access to universal support.
- All teachers to contribute effectively to the delivery of universal support as key adults in the development of their form tutor and pupil mentor roles

- Targeted support for young people who may need this because of, for example, disability, health, learning, social or emotional factors - either short term or throughout their learning journey through effective Child/Young Person's plans.
- Co-ordination and leadership of cluster support team within the framework of the Edinburgh children's services delivery model.

Support for Learning Leaders will be charged with responsibility for ensuring effective and coherent arrangements for:

- Support of Curriculum Leaders in design and delivery of an inclusive curriculum which is based on shared values and planned around the purposes and principles of Curriculum for Excellence, the National Inclusion Framework and Equalities legislation
- Ensuring that the school's arrangements for progressive intervention take into account appropriate assessment of factors that may give rise to additional support needs and efficient and effective provision proportionate to learner's needs and progress
- Enabling subject teachers to provide appropriate personalised support to meet learning needs of pupils with additional support needs
- Ensuring implementation of the Additional Support for Learning Act by embedding effective procedures for assessing, planning and quality assurance of Support for Learners across the school.

In this way a culture of shared ownership and responsibility will be developed in our schools in which senior staff, Curriculum Leaders, Pupil Support Leaders and teachers can provide young people with the support they need to enable them to gain as much benefit from their learning experience and allow them to move into positive and sustained destinations.

7. To reduce the amount of administrative tasks carried out by Pupil Support Leaders and Support for Learning Leaders, dedicated support staff should be deployed.

It is recognised that a major barrier to effective pupil support being provided is the high level of administrative tasks and pastoral care duties being carried out by Pupil Support teaching staff. Within each school one full-time classroom assistant should be dedicated to the Pupil Support and Support for Learning teams to carry out administrative tasks. This should come from within the school's current staffing complement. The principle of providing a consistent approach across schools should be taken into account in the learning assistant review and the redesign of procedures for allocating specialist placements within the framework of the Edinburgh Children's Services delivery model.

8. The Pupil Support Structure should maintain capacity and offer Career Progression by creating the opportunity for a ‘Pupil Support’ teacher. The post of ‘Support for Learning’ teacher should be retained to ensure the capacity to deliver targeted Support for Learning is monitored

It is recognised that the model should provide opportunities for career progression for staff who wish to focus their work on Pupil Support or Support for Learning.

For form tutors or mentors who wish to aspire to become Pupil Support Leaders, Head Teachers should consider providing the opportunity for ‘Pupil Support’ teachers. This non-promoted appointment would allow teachers to focus on targeted support for young people and would provide valuable experience en route to securing a Pupil Support Leader post in the future. They may continue to teach in their own subject area but would also participate in the development and delivery of the Personal and Social Education programme. Appropriate non-teaching time would be given to carry out the Pupil Support aspects of this role from within the school’s staffing budget.

The post of Support for Learning teacher should be retained. The Support for Learning Teacher will be responsible for contributing to fulfilling the five roles of support for learning to ensure that needs of all learners are met.

To support the delivery of consistent quality provision for both Pupil Support and Support for Learning a competency framework will be developed with a complementary framework of Continuing Professional Development and career progression. It is envisaged that as part of the review some newly appointed Support for Learning Leaders may require to update and/or enhance their professional skills; as part of implementation programme a CPD programme will be provided for all new Support for Learning Leader’s.

9. Individual Schools should determine their preferred organisational structure for Pupil Support

Currently, some Secondary Schools operate a House (vertical) system, some have a Year Group (horizontal) system and some operate a combination of both (tartan system). It is recognised that each system has merit and it should be left to schools to determine which system they wish to operate.

10. The management and leadership of Pupil Support should be the responsibility of the Pupil Support Leaders and the Support for Learning Leader within an integrated team of pupil support in all schools.

It is recommended that the management and leadership responsibilities related to Pupil Support are incorporated into the remits of the Pupil Support Leaders and the Support for Learning Leader as part of an integrated team. There will be one Depute Head Teacher (DHT Pupil Support) in each school who will have a strategic overview of the Additional Support for Learning (ASL) Team. This team would lead and manage all aspects of Pupil Support. This would be consistent with the management arrangements for Curriculum Leaders and the leadership role they perform.

It is proposed that all posts would be job sized to reflect the generic Pupil Support Leaders and Support for Learning Leader remits. Remits of Pupil Support Leaders would be equalised and therefore be transferable across the team.

Implications for the number of promoted posts in Pupil Support.

The short life working group has gathered data from all secondary schools on the number and range of promoted posts in Pupil Support.

There are currently:

- 90 permanent Principal Teachers of Guidance and 12 temporary Principal Teachers of Guidance covering vacancies.
- 17 permanent Principal Teachers of Learning Support and 6 temporary Principal Teachers of Learning Support covering vacancies.
- 5 permanent Principal Teachers of Behaviour Support.

This gives a total of 130.

Following this review the total number of promoted posts in Pupil Support in secondary schools would be as follows:

79	Pupil Support Leaders
23	Support for Learning Leaders

102	Total

This represents a removal of the management element of 28 posts across 23 secondary schools. However, due to the fact that there are 18 positions covered by temporary staff, the number of staff who will be displaced is 10. This new model will save an estimated £280k as part of the total savings approved by Council as a result of the secondary management review (£2.4m).

Implementation Strategy and Timeline

A protocol for the implementation of Secondary Management Reductions (Appendix 1) has been agreed between representatives of the Children and Families Department and the Teacher Unions. This protocol has been used successfully to match and assign staff to Curriculum Leader posts. It is proposed that this agreed protocol is used to match and assign staff to the new Pupil Support and Support for Learning Leader posts. This process will begin in May 2012 with full implementation of the revised Pupil Support structure from August 2012.

DW on behalf of the Pupil Support Working Group
30/4/12

Community Learning and Development Session 2012/2013

Education, Children and Families Committee

21 June 2012

1 Purpose of report

- 1.1 The purpose of this report is to inform the Education, Children & Families Committee of the progress made in implementing the 21st Century Community Learning and Development Redesign.
- 1.2 The report includes details of the fees, terms and enrolment arrangements for the advertised Adult Education Programme for 2012/2013.

2 Summary

- 2.1 The report includes a summary of developments over the last year and recommendations for next year in relation to:

Adult Learning

- The advertised Adult Education Programme
- Adult Literacy and Numeracy
- Family Learning
- English for Speakers of Other Languages (ESOL)
- Other Community Based Adult Learning provision

Youth Work

- Open provision
- Themed provision
- Accredited learning
- Senior phase 16+ learning choices

Communities

- Community Capacity Building
- Community Centres
- Partnerships

3 Main Report

CLD Provision

- 3.1 The range of CLD provision in Community Based Adult Learning, Youth and Children's Work and Community is delivered through local neighbourhood teams. The advertised Adult Education Programme is managed centrally from South Bridge Resource Centre and delivered in venues across the city.
- 3.2 Community Learning and Development contributes to the national Community Learning and Development Outcomes which are Achievement through Learning for Young People, Achievement through Learning for Adults and Achievement through Building Community Capacity; Edinburgh's 7 key Children's Services priorities as outlined in the Edinburgh Children and Families Service Plan and the CLD Service Plan, 'Supporting Communities'.
- 3.3 CLD also plays a key role in delivering the outcomes of the new framework for Community Based Adult Learning in Edinburgh – "Adult Education Matters" which was drawn up by the Edinburgh Adult Education Group (a City of Edinburgh Council/ voluntary sector partnership) and launched in September 2011 as well as "Believing in Young People", a framework for youth work in Edinburgh and The Edinburgh Literacy Partnership.

Adult Learning Overview

- 3.4 Community Based Adult Learning provision offered by Community Learning and Development in 2011/2012 comprised:
- a. An advertised Adult Education Programme of day, evening and weekend classes, charged at a fee.
 - b. Literacy and numeracy classes and groups offered at no charge.
 - c. Family Learning, provided at no charge.
 - d. English for Speakers of Other languages (ESOL) provided free or for a small registration fee.
 - e. Free adult education provision offered in areas of disadvantage and to targeted priority groups.
 - f. Free public seminars organised by the Edinburgh Active Citizenship Group.

Advertised Adult Education Programme

Enrolments

- 3.5 In 2011/2012 the total number of enrolments in the Adult Education Programme was 11,446, an increase of 114 enrolments (1.01%) from last year.

- 3.6 The total number of enrolments in adult education classes in the eight community High Schools was 9,687. The overall total of enrolments in classes throughout the city was 21,133.
- 3.7 Breakdown of enrolments in the Community Learning and Development Adult Education Programme:

	2010-2011	2011-2012
Full Payers	43.66%	40.75%
Retired & over 60 years of age	33.30%	36.26%
In receipt of Income Benefit	15.4%	16.00%
16/17 years of age, students in full time education or people in receipt of Disability Living Allowance	7.64%	6.99%
*Female	68.41%	71.98%
*Male	31.59%	28.02%
Minority Ethnic Group (BME)	3.4%	4.68%
People with a Disability	3.8%	7.91%

- * Evening Classes Male 31.19% Female 68.81%
- * Day Classes Male 25.00% Female 75.00%

Online Enrolments

- 3.8 The full business case for online enrolments was prepared and approved in principle by the SMART City Steering Group on 4 April 2012. Work will now take place to secure a budget and resources to undertake pre-implementation activity.

Courses leading to a qualification

- 3.9 During 2011/2012, courses leading to a qualification - Highers and SQA units - were delivered as part of the programme by Stevenson College and Edinburgh's Telford College.
- 60 students enrolled in 3 SQA unit and an Intermediate 1
 - 85 students enrolled in 6 Highers

Curriculum

- 3.10 A total of 687 classes ran throughout the year in the two main terms, from September - April and also some five week courses in April and May.
- 269 day classes
 - 368 evening classes
 - 50 weekend classes
 - 6 Highers, and 3 SQA units and 1 Intermediate 1

- 3.11 Classes were offered in 36 venues throughout the city, mainly in community centres and schools, but also in the New Museum of Scotland, art galleries, the Zoo, the Festival Theatre and Water of Leith Heritage Centre.
- 3.12 Classes were offered in partnership with Edinburgh Academy, the Royal College of Surgeons, Inch Park Nursery and the Edinburgh Festival Theatre.
- 3.13 Subjects which continued to attract a good number of enrolments included languages, the arts, health and fitness, cookery, dressmaking, silver jewellery and singing. New subjects introduced which proved to be popular included philosophy, social psychology, Latin, violin, film making, and classes in the Festival Theatre and National Portrait Gallery.
- 3.14 English For Speakers of Other Languages (ESOL) – 188 people enrolled in 12 classes at 4 levels. Higher and Intermediate 1 ESOL classes also ran successfully with 32 students.
- 3.15 Classes were offered from between 5 and 24 weeks, over 1 or 2 terms.

Evaluation

- 3.16 Evaluation of the programme assessed the quality of the provision, in particular tutor performance and the students' learning experience, through 40 classroom observations by professional staff and student questionnaires (556 returned).
- 3.17 The results once again indicated a high level of student satisfaction overall.
- 3.18 The annual student questionnaire provided the following figures:
 - a) 98.56% of students rated their overall satisfaction as good or excellent
 - b) Teaching standards were rated as good or excellent by 98.38%
 - c) Accommodation was rated as good or excellent by 80.58%
- 3.19 Qualitative information about the benefits of taking part in adult education classes, and the difference this had made to people's lives was collated through the annual questionnaires. 174 people responded and some of the comments received are included in Appendix 1.
- 3.20 Fees and enrolment arrangements for 2012/2013 are detailed in Appendices 2 and 3.

Adult Literacy and Numeracy in 2011 - 2012

- 3.21 Community Learning and Development continued to lead the City's Literacy Partnership now re-named Edinburgh Literacies Partnership (ELP). The Partnership includes CLD, Libraries, FE Colleges, Workers' Educational Association, and NHS Lothian. During 2011 the Partnership's activities served over 8,000 literacy and numeracy learners. CLD contributed 1,700 to this total, providing literacy, numeracy, ICT and English as a Second Language.

- 3.22 ELP continued to target particular groups for engagement with adult literacy. The Partnership provided workplace learning, literacy support for adult learners in college and literacy for people accessing health care services. The Partnership also worked with groups including deaf learners, and young people (16 - 25 years). The Council Helpline for literacy referrals (including referrals through The Big Plus - the national literacy helpline), took 329 referrals during the year. These enquirers were all offered an informal interview and the opportunity to join provision. Provision for adult literacy and numeracy remained free of charge.
- 3.23 CLD successfully applied for money from the European Social Fund to deliver literacy and numeracy provision to those seeking employment as part of the Employability Pipeline Project. The focus was on young people aged 16 – 25 years and all-age job seekers with few qualifications. After the first quarter of operation 96 new job seekers were signed up for help to develop their literacy and numeracy skills. The project will continue to attract new learners through its duration, finishing in September 2013.
- 3.24 A survey of CLD staff's perceptions and records of literacy learners' motivation identified that improved confidence and self-esteem, and the development of skills for employability and for every day living were the main reasons why people want to improve their literacy and numeracy. CLD continued to develop a responsive service for learners including training staff to deliver financial literacy as part of the adult learning curriculum.

English for Speakers of Other Languages (ESOL)

- 3.25 In 2011/2012 the Edinburgh Community Learning and Development Partnership (a CLD led partnership group involving libraries, EVOC, Services for Communities, the Workers Educational Association, Colleges and the Health Service) received £60k to deliver English for Speakers of Other Languages (ESOL) provision in local communities. During the year, the partnership funded over 48 language courses which ran in community venues across the city and attracted over 1,000 learners, 633 of which were new to this provision. In addition to this, local colleges received £118,000 to deliver ESOL programmes.
- 3.26 The provision ranged from language courses and SQA certificated courses at SCQF levels 2 - 4, family learning ESOL, ESOL work based learning, homework clubs, a summer school, cultural integration projects and café based informal language sessions.
- 3.27 Current attendance patterns in CLD courses indicated the following breakdown in ethnicity of learners: - EU Accession countries 65%; Iberian students 15%; Asian, North African and Arabic 20%.
- 3.28 Classes provided for settled ethnic minority groups remained stable with levels of demand from eastern European countries dropping by 10%, but numbers arriving from Spain and North Africa increasing by 18%. There was an increase in demand for Employability and Women Only ESOL provision.

3.29 There are clear progression routes for ESOL learners to other ESOL and vocationally focused courses at appropriate levels in the community and colleges. Accredited courses (SQA) prove to be extremely popular as they clearly demonstrate to employers and further study institutions the level of English achieved. Within the 2012/13 Edinburgh Partnership application for ESOL funding Stevenson College (SCE) and CLD have identified clear outcomes and progression opportunities for all ESOL learners across the city.

3.30 Examples of good practice include:

- Tynecastle Community Wing have developed 2 Women Only ESOL courses for Asian and Arabic speaking women, who are isolated and require gender specific provision due to personal, cultural and religious circumstances. Crèche provision is in place to support ESOL educational play for children under 5 years.
- Two intensive 4 week ESOL and Employability courses took place at South Bridge Resource Centre in co-operation with Napier University students, looking at CV building, interview techniques and language.

Family Learning

3.31 Literacy work with parents in their children's early years continued to be recognised as a key element of the Departmental Literacy Strategy which seeks to improve literacy outcomes for the lowest achieving 20% of 3 to 18 year olds. CLD's Family Learning workers engage with groups of parents and carers to enable them to give support at home to their children's early literacy and numeracy. This includes helping parents develop their own adult learning to build aspiration and achievement in the family, including the development of their own adult learning. The work is targeted at parents and carers of children in key primary schools and feeder nurseries where more support is required to address children's low literacy and pre-literacy attainment.

3.32 Family Learning exceeded its target of working with 70% of parents in key areas, attending activities to support them in preparing their children for a successful transition from nursery to primary school. Involving parents at this important stage is shown to help the child settle in to their new learning environment.

3.33 Over 1,800 parents and carers were engaged over the year in a mix of one-off events, seasonal and holiday programmes, projects, and established groups. Activities around literacy and numeracy, health, sharing books, singing and physical movement contribute positively to a more holistic approach to supporting parents to develop their child's readiness to learn.

Other Community Based Adult Learning

3.34 A range of other adult education opportunities is offered throughout the city as part of Community Learning and Development in Community Centres, in the wider community and through specialist provision such as the Adult Learning Project (ALP) and the Outlook Project (an adult education project for users of mental health services).

- 3.35 This provision is targeted at people who would not normally take up adult education opportunities and those involved in community groups.

The Edinburgh Active Citizenship Group

- 3.36 The Edinburgh Active Citizenship Group (a CLD, voluntary sector and Higher Education partnership) organises free participative events for people to learn about and debate current issues with policy makers, academics and media figures. In 2011/2012 the group organised a pre-election hustings, a public seminar and showed 2 films.

Youth Work Overview

- 3.37 CLD's youth work provision is underpinned by the four capacities of Curriculum for Excellence which are successful learners, confident individuals, responsible citizens and effective contributors and the seven key Children's Service Priorities.
- 3.38 CLD open learning community based youth and children's provisions offered a wide range of learning opportunities and activities via community centres, other local venues and park based initiatives to 7,334 individual children and young people during the three school terms in 2011/12. In addition to this a further 17,000 opportunities were utilised by children and young people during the holiday periods.
- 3.39 A particular highlight of the holiday provision is that in the Portobello/Craigmillar Neighbourhood Partnership there was a 35% reduction in anti social behaviour and youth related calls reported by Services for Communities Safety Team and the Police.
- 3.40 The ten year partnership with Edinburgh Leisure and FAB (voluntary organisation) continues to deliver the successful Open All Hours youth initiative, with up to 330 young people attending each week.
- 3.41 Twelve youth forums, one in each Neighbourhood Partnership area, are active across the city with 76 young people participating regularly ensuring their voice influences decision making processes at local, city and national level through Neighbourhood Partnerships and the Youth Parliament.
- 3.42 A range of approaches are used to address the key themes of positive destinations, employment, literacy and health and well being.
- 3.43 Youth Workers in Schools operate in 11 High Schools, providing in-school support for more vulnerable pupils through one to one sessions, group work, and accredited learning.
- 3.44 Young people 16 - 19 are being supported into positive destinations through CLD's contribution to the European Social Funded Edinburgh Employment Pipeline to remove barriers to employment and the creation and staffing of five Activity Hubs to provide individually tailored support to young people furthest away from being able to take up employment/training/college places. This is supported by an Activity Agreement Advisor who provides the most current information about opportunities available to young people and assists in the co-ordination of activity agreement packages (there are currently 100+ young people signed up to activity agreements).

CLD staff are represented on the 16+ co-ordinating groups in each of the 23 High Schools, working in partnership with the schools, voluntary organisations and Skills Development Scotland to ensure that each school leaver has the best possible support to move to a positive destination. CLD are hosting 2 modern youth work apprenticeships as part of the Edinburgh Guarantee.

- 3.45 Curriculum for Excellence recognises the importance of wider achievements across a young person's life. CLD youth work provides various opportunities, especially across social development and confidence building and accredits young people's achievements through Duke of Edinburgh, Junior Award Scheme Scotland (JASS), Youth Achievement, Dynamic Youth Award and other award frameworks.
- 3.46 CLD work with a wide range of partners to support 16+ Learning Choices. A good example of this work is with Dunedin Canmore Housing Association which places an emphasis on employability skills, provides street work, youth cafes and youth participation.
- 3.47 CLD, in partnership with Napier University and Telford College, as part of the commitment to creating opportunities for upskilling and pathways to employment for local people have developed a work placed learning degree qualification. The BA (hons) Degree in Youth Work has received CLD Standards Council endorsement. Currently 18 youth work volunteers and sessional staff have been enrolled on the degree course.
- 3.48 CLD now has a clear training pathway for all volunteers/youth workers: Initi-8 (SCQF level 5) then Professional Development Awards (PDA) in Youth Work (SCQF level 6) and the work place degree course.

Communities Overview

Community Capacity Building

- 3.49 Building social capital, supporting active citizenship and developing effective and inclusive partnerships to support the planning and delivery of local services is a key priority for CLD. Local teams have provided briefings on the national Strategic Guidance for Community Learning and Development; undertaken a comprehensive equalities strategy, in partnership with Edinburgh and Lothian Race Equalities Council (ELREC); provided training events and support for local voluntary organisations and management committees, and worked with Neighbourhood Partnerships to improve local service delivery.
- 3.50 Capacity Building is one of the three strands of CLD in Scotland. CLD are well placed to provide advice and guidance to other council departments and organisations wishing to adopt a capacity building approach within their work. As part of their Capacity Building plan CLD will offer this training opportunity.

Community Engagement

- 3.51 CLD are represented on the Edinburgh Partnership's (EP) Community Engagement Working Group which is responsible for taking forward EP's community engagement strategy to ensure that people and communities are

genuinely engaged in the decisions made on public services which affect them and for organisations to work together to provide better services.

Community Centres

- 3.52 There are 42 Community Centres in the city operated through a partnership between CLD and management committees comprising 420 local volunteers. Community groups using centres range from parent and toddler groups, arts, sports and activity clubs and older peoples groups. CLD Community Centres across the city are run in partnership with local Management Committees.
- 3.53 The CLD service Stakeholders Group is a forum for consulting on matters of CLD policy and service development, budget or changes in procedures. CLD stakeholders include young people, community centre management committee representatives and adult learners. As part of the CLD redesign a new Partnership Portfolio for Community Centres has been produced updating the lease, constitution, induction for new members and work practices for the running of community centres. The stakeholders group next work stream will look at a common approach to letting and the income arising from letting.

Partnerships

- 3.54 Partnership work is a strong feature of CLD work. Adult Education Matters is a framework for community based adult learning providers in Edinburgh. Edinburgh Literacies Partnership is a comprehensive programme of literacies learning across the city. The Youth Consortium is the strategic partnership for youth work in the city. Edinburgh Community Learning and Development Partnership (ECLDP) is the strategic partnership for CLD work across the city and involves health, the colleges WEA, EVOC and other partners.
- 3.55 CLD works in partnership at the local level with for example community organisations, voluntary organisations, colleges, health, housing associations, libraries, Neighbourhood Partnerships and others.

Performance

- 3.56 Learning Opportunities Management Information System (LOMIS) is CLD's new management information system. It has been refreshed along with the services and planning and self evaluation guidelines. LOMIS and the associated **Join in Edinburgh** website will be rolled out to partners in the autumn term.

4 Financial Implications

- 4.1 All costs are contained within the 2012/2013 revenue budget for Community Learning and Development.

5 Equalities Impact

- 5.1 Community Learning and Development promotes and advances equality of opportunity by offering universal and targeted provision; project, classes and groups which are free or with concessionary fees; providing additional support and resources to enable people to take part; adopting a learner centred approach to learning and teaching. Programme planning takes account of identified community needs and participant feedback. Regard is given to all

areas of inequality and in particular CLD contributes to advancing equalities with adults and young people in our most disadvantaged communities, bilingual and disabled learners and low income families.

- 5.2 CLD fosters good relations through ensuring staff training in equalities and inclusion; providing good practice guidelines; ensuring provision is inclusive; welcoming and encouraging diversity in both staff and student groups.
- 5.3 Unlawful discrimination is not tolerated and issues raised by staff, customers or users of CLD services, are dealt with appropriately. A proactive approach to inclusion assumes diversity of needs and interests to be the norm.
- 5.4 Participation in CLD provision is monitored and reported on by ethnicity, disability and gender.
- 5.5 A full Equalities Impact Assessment of the advertised Adult Education Programme was carried out in 2008.
- 5.6 Equalities relevance score is 3.

6 Environmental Impact

- 6.1 There are no adverse environmental impacts arising from this report.

7 Conclusions

- 7.1 The Council continues to offer a wide range of universal and targeted community/ adult learning opportunities through Community Learning and Development, the Community High Schools and through support to the Voluntary Sector, which contributes to the Lifelong Learning agenda.
- 7.2 Recent HMle inspections have rated this provision as good or very good. Evaluation from those taking part highlights the positive impact on people's lives and evidences the contribution made to national and local outcomes of developing more skilled, healthier, more equal and better educated communities.
- 7.3 Through the Community Learning and Development Redesign, the Education, Children and Families Committee reaffirmed its commitment to CLD, and acknowledged the wider benefits to people of taking part.

8 Recommendations

- 8.1 It is recommended that the Committee:
 - a) Notes the overview and progress of CLD provision and consolidation of Community Learning and Development Redesign.
 - b) Notes the arrangements made for the advertised programme for 2012/2013 in respect of fees, enrolment procedures and term arrangements as set out in Appendices 2 and 3.
 - c) Notes progress in developing an online enrolment system.

Appendices	Appendix 1: The difference taking part in Adult Education Programme classes has made to people's lives
	Appendix 2: Fee Structure for Adult Education Programme 2012/2013
	Appendix 3: Adult Education Programme Enrolment Arrangements and Term Structure 2012/2013
Contact/Tel/Email	David Bruce 469 3795 David.Bruce2@edinburgh.gov.uk
Wards affected	All
Single Outcome Agreement	Supports National Outcomes: <ol style="list-style-type: none">3. We are better educated, more skilled and more successful renowned for our research and innovation4. Our people are successful learners, confident individuals, effective and responsible citizens5. Our children have the best start in life and are ready to succeed6. We live longer and healthier lives7. We have tackled the significant inequalities in Scottish society8. We have improved the life chances for children, young people and families at risk.11. We have strong resilient and supportive communities where people take responsibility for their own actions15. Our public services are high quality, continually improving, efficient and responsive to local people's needs.
Background Papers	None

Appendix 1

The difference taking part in Adult Education Programme classes has made to people's lives - some comments from students

- 1. Learning a new skill/Developing an existing skill**

"Learning new skills, making friends. Producing work that is admired and useful."
"Allowing me to learn a new language I was never offered at school."
"Providing the opportunity to learn something new at a later stage in life."
- 2. Developing confidence**

"Making me study regularly; providing a social context for my learning; giving me confidence"
"Feel more fulfilled."
"Helping me release pain/hurt/upset, improve my life."
- 3. Meeting with other people**

"Getting out of the house and meeting more interesting people from all walks of life."
"Making new friends and enjoying new skills with like minded people."
"Classes also afford me with the opportunity to meet with new people – very important in the early years of retirement."
- 4. Improving job prospects**

"Improving my conversational Spanish and therefore opening doors to other opportunities."
"Allowing me to meet and greet new people and customers in China."
"Making me more attractive to employers (I am currently unemployed
"One step closer to life long goal."
"Giving me an affordable opportunity to further my career possibilities."
"By opening up new avenues and opportunities in life."
- 5. Keeping mentally/physically fit**

"Keeping my mind a bit more active! Challenging me!"
"Getting me out and exercising."
"Lots of fun and fitness!"
"Providing intellectual stimulation in retirement and encouraging social interaction."
"Classes give me a mental stimulus and lead me into further study."
"Brilliant opportunity to further my education while I work part time. Broadens the mind, teaches critical thinking, helps me lead a fuller life."
- 6. Making good use of free time**

"Giving me something different to do in the evenings."
"Being productive, entertaining, sociable, instructive, stimulating and relaxing."
"Increasing my enjoyment of my leisure time. Increases my friendship group."
"Giving me an outlet which is different to the rest of my life."
- 7. Inspiring tutor helped learning**

"An inspirational and superb teacher."
"The stimulus and encouragement of tutor."
"This is the most satisfying class I have ever been to. The standard of teaching is excellent."
"Providing a quality learning opportunity."
- 8. Enjoyment**

"Making me go out and photograph various subject matters and has helped my depression."
"Allowing me two hours to myself to relax."
"Reminding me of how much I love to learn."

Appendix 2

Arrangements for Fees in Session 2012/2013

- Fees in 2011/2012 were set at the same rate as the previous 3 years. This has resulted in a steady increase in enrolments – around 800 since 2008. Previous substantial increases in fees had resulted in a significant decrease in enrolments.
- It was agreed in the Council budget to keep the fees at the same level for 2012/2013.
- The fees for the CLD Adult Education Programme will therefore be as follows, for a 10 week, 2 hour class:
 - a) The fee for full paying students will be £60.
 - b) The fee for people who are retired and over 60 will be £24.00.
 - c) The fee for 16 and 17 year olds, students in full time education and people in receipt of Disability Living Allowance will be £30.00
 - d) The fee for people in receipt of certain income benefits will be £13.00.
 - e) An enhanced fee will be charged for courses which require higher resources, additional staffing or where facilities require a lower number of students. For these classes a flat rate addition of £6 (£12 for 14/18 week classes) will be payable by all students, regardless of fee status.
 - f) All students entitled to a concession will pay half fee for weekend and 5 week early summer classes.
 - g) Fees for courses at different lengths will be pro rata.
 - h) All fees include a non refundable administration element of £10.00.
- Arrangements for fees for courses leading to a qualification will be agreed with the Colleges of Further Education.
- Classes will normally be expected to have a minimum of 12 students.

Appendix 3

Enrolment Arrangements – Session 2012/2013 – Adult Education Programme

- These will be as follows, in the order in which they will take place, in August and September.
 - 3 weeks of postal enrolments.
 - 2 days of drop in, personal enrolments with advice and information, in South Bridge Resource Centre.
 - 2 sessions of telephone enrolments.
 - Enrolment at the first session of classes in local centres.
- Priority is given to postal and personal enrolments so that people without credit or debit cards are not disadvantaged.
- A similar programme of enrolments will operate in December and January for the second term.

Term Arrangements

- Classes will be offered in term 1 for 5, 10 or 18 weeks and in term 2 for 5, 8 or 14 weeks. Weekend classes are offered as 1 or 2 full days.
- Some five week classes will take place after Easter and will be advertised in December and January with a postal enrolment.

International Unit - Annual Update

Education, Children and Families

21 June 2012

1 Purpose of report

This report provides an overview of key areas of activity undertaken by the International Unit in the financial year 2011 – 2012.

2 Main report

- 2.1 The International Unit is based in Schools and Community Services within Children and Families. It comprises one full time member of staff and 1 0.5 FTE (Vacant from June 2011 to April 2012). The International Unit offers opportunities for young people to become responsible global citizens, developing skills, attitudes and values which will encourage working together towards a more fair and sustainable world. Global Citizenship is a key theme of Curriculum for Excellence and the work of the International Unit contributes to Children and Families objective to ensure our children are successful learners, confident individuals and responsible citizens who make positive contributions to their communities.

The International Unit works with city wide groups such as the Edinburgh Disasters Response Committee, Edinburgh International City of Learning and Edinburgh-Africa Educational Trust.

Key areas of activity in financial year 2011 - 2012

- 2.2 Events and projects offered to schools this year included:

Edinburgh Gets Set for the Games. Linked to the London 2012 Olympic Games this project has been delivered to 45 primary and special schools involving around 2000 pupils. This is a multidisciplinary project for pupils to learn about the culture, language, history, art, global footprint, music and sport of a competing country. Where possible schools were matched with an international student from Edinburgh University or Heriot Watt University to support their learning. Opportunities were offered in partnership with the National Museum of Scotland, the Royal Botanical Gardens, Edinburgh Zoo, the Usher Hall and Gardening Scotland. The project will finish with a Sports Day at Meadowbank Stadium on 25 June 2012 for 950 pupils and attended by an Olympian silver medallist diver. It will be evaluated with a view to rolling

out a similar project for the Commonwealth Games 2014. A case study of one school's involvement is included at Appendix 1.

Euroquiz – this year 13 schools took part in the Edinburgh heat of the national Euroquiz for primary schools. This event is organised in partnership with Scottish European Educational Trust and is open to state and independent schools. The winning team (James Gillespie's Primary School) progressed to the Scottish final.

Rights Respecting Schools. This UNICEF programme is an area of growth for Edinburgh schools supported by the International Unit. Currently 22 schools are registered with the scheme and working towards accreditation. Dean Park Primary School achieved level 2 accreditation in 2011/12 and Juniper Green Primary School achieved level 1.

2.3 Partnerships with other countries this year were increased and supported in the following ways:

Funding was secured from the British Council to further develop the partnership between City of Edinburgh Council and Maara District in Kenya. A total of 13 new school partnerships were established bringing the total with Kenya to 22. We also have 16 partnerships with Malawi, 6 with South Africa, 8 with Tanzania, 2 with Ghana and 4 with Uganda. To support these partnerships and share practice the International Unit hosts a Network Africa afternoon once a term.

Interest in China and Mandarin continues to grow and we worked in partnership with the Quality Improvement Team to extend our joint working with the Confucius Classroom Hub and the Confucius Institute. We offered training for teachers and language assistants and opportunities for pupils to showcase their work in Mandarin and Chinese culture.

2.4 The International Unit offered training to staff based in Edinburgh and across the world:

Continuing Professional Development Courses for Edinburgh staff were organised in partnership with other agencies. A total of 148 staff attended the courses on the following themes

- Rights Respecting Schools (1 course)
- Human Rights in the Classroom (2 courses with Amnesty)
- Climate Change (1 course with Christian Aid)
- Humanitarian Education (6 courses with Red Cross)
- Developing Global Citizens in Edinburgh (1 day conference in partnership with Education Scotland and multiple agencies)

A summary of the 1 day conference including evaluative comments is included as Appendix 2.

19 professional study visits for 413 teachers from 9 countries were organised in 2011- 2012. These typically include visits to Edinburgh schools and presentations from Edinburgh staff or consultants. This year the themes of the visits included Assessment is for Learning, Self Evaluation and Inclusion. Most groups are charged for these visits and income to the Council during this period was £ 14 700. This includes payment for room hire and catering, an honorarium to schools for hosting and an administration charge kept by the International Unit and used to finance global citizenship development in Edinburgh schools. This figure is lower than the previous year because of the vacant post from June 2011 to April 2012. A typical programme outline is attached as Appendix 3.

This year we organised 27 placements for student teachers from other countries. These students are often able to undertake the role of volunteer language assistants in schools whilst completing their teacher training for their home universities. Student teachers came from Switzerland, Germany and Spain.

Next Steps

- 2.5 In addition to continuing to progress the areas above, the International Unit will become the main point of contact for the Fairtrade Schools accreditation scheme. We will also co-ordinate work in Children and Families around children's rights – building synergies between the work done by Amnesty, UNICEF Rights Respecting Schools and Scotland's Commissioner for Children and Young People.

3 Financial Implications

- 3.1 There are no financial implications to this report.

4 Equalities Impact

- 4.1 The work of the International Unit has a positive equalities impact in terms of fostering good race and faith relations. Our work with Rights Respecting Schools contributes significantly to our public sector duty to eliminate all forms of unlawful discrimination. Children with disabilities and special schools are included in programmes and activities.

Cost can be a barrier to participation in opportunities involving travel to partner schools. The International Unit supports schools in fundraising activity to mitigate against this and schools themselves offer assisted places. While the International Unit has no operational budget, income raised from organising professional study visits for teachers from overseas can be used to mitigate against cost barriers. The majority of opportunities and events offered by the International Unit are at no cost to pupils.

5 Environmental Impact

- 5.1 Some schools undertake long haul air travel as part of their linking programmes with other countries. The International Unit provides opportunities in global citizenship which do not require travel while

recognising the value of face to face visits by teachers and students from other countries.

6 Recommendations

- 6.1 It is recommended Committee note the contents of the report and request a further update in one year.

Gillian Tee
Director of Children and Families

Appendices	<ol style="list-style-type: none">1 Summary of Opportunities offered by Edinburgh Gets Set for the Games2 Summary and Evaluation of Training Day for Edinburgh Staff3 Sample Programme of Visit from Norway
Contact/Tel/Email	Claire Soper/0131 469 3230/Claire.Soper@edinburgh.gov.uk
Wards affected	All
Single Outcome Agreement	NO 3 We are better educated, more skilled and more successful, renowned for our research and innovation NO 4 Our young people are successful learners, confident individuals, effective contributors and responsible citizens
Background Papers	

Appendix 1

Edinburgh Gets Set for the Games – Juniper Green Case Study

This case study illustrates the opportunities offered by Edinburgh Gets Set for the Games by looking at the work done at Juniper Green Primary School which was linked to Japan for the project. Two Japanese students worked with the school and their programme is set out below:

Outline Plan for Olympics Project with Kiyono Fujinaga and P5/6 classes at Juniper Green Primary

Proposed Timings for Tuesday afternoons:

1-1.30pm – P5A Mr Ritchie
1.30-2.15pm – P5B Mr Paul
2.15-2.45pm – P6A Mrs Francis O'Hare
2.45-3.15pm – Miss Alexander

Date	Activity	Notes
16.11.11	Introductory visit to meet staff, tour school and greet classes	
22.11.11	Visit to observe each class	
29.11.11	Meet and observe the class – begin learning some Japanese	Small groups could start to learn simple words/phrases
17.01.12	Speaking Japanese: e.g. greetings, please, thank you, hello, goodbye, counting numbers, my name is... what is your name? etc	
24.01.12	Origami – make cranes (tell story of 1000 cranes?)	
31.01.12	Music – learn simple children's song Head, shoulders, knees and toes	
07.02.12	Writing – katakana. Copy the alphabet, write your own name	
	February Holiday week	
21.02.12	Kiyono not available	
28.02.12	Life in Japan – children prepare questions for Kiyono. e.g. sport, landscape, a typical day, going to school	Photos showing life in Japan – Mr Paul to provide a sample
06.03.12	Art – screen art(P5) or calligraphy(P6) with black pens/black paint and brush	Mr Paul to provide sample
13.03.12	Food – make pancakes 1-2pm with P5 group/ 2-3pm with P6 group (okonomiyaki) time to sample with the rest of the class.	Group from P5A/B then P6A/B Use staff room for cooker
20.03.12	Haiku – look at some examples and try writing own	
27.03.12	Animated film afternoon – Owl's Moving Castle	All P5/6 together in hall?
	Easter Holidays	
01.05.12	Food – using chopsticks or tasting green tea	
08.05.12	Preparation for sharing afternoon	
15.05.12	Celebration afternoon (Assembly – sing a song, show what they have learned, share powerpoints or share a display of knowledge with activities for other classes to share in calligraphy/origami/food tasting etc)	

The school used Thinker's Keys related to the Olympic Games to stimulate discussion with the classes. An extract is copied here:

Thinker's Keys with Bloom's - The Olympics

Remembering/ Understanding	Applying	Analysing	Evaluating	Creating
<p>The Alphabet</p> <p>A-Z words related to: The Olympics</p>	<p>The Alternative <u>Work out 3 ways to:</u> announce the score to the crowd without using the speaker system <i>or</i> enjoy the Olympics without being there or watching it on a screen</p>	<p>The Forced Relationship <i>Develop a solution to this problem:</i></p> <p><i>Rescue a capsized windsurfer and their board with a horse, a javelin and a basketball</i></p>	<p>The Brick Wall Consider this statement then find alternatives to it:</p> <p>All events must have rules</p>	<p>The Construction Build: the highest possible self-supporting structure to display a gold medal on</p> <p>Materials: 6 sheets of newspaper, 10 art straws, sticky tape and scissors (You may draw a diagram)</p>
<p>The Variations How many ways can you: prepare an athlete for the Olympics? cross a swimming pool? win a medal?</p>	<p>The Brainstorming Brainstorm solutions for: Too many people in the UK are unfit</p>	<p>The Picture Finish the picture. (Remember it must have something to do with the Olympics)</p>	<p>The Ridiculous Try to justify this statement: Creative writing is an Olympic sport.</p>	<p>The Combination List the attributes of a swimming pool and a pair of cycling shorts then combine them into a single object.</p>
<p>The Reverse List 10 sports that have never appeared in the Olympics or Paralympics or List 10 things that can't be timed with a stopwatch</p>	<p>The Different Uses Find 10 different uses for: (they must be reused or recycled!) a canoe a weightlifting bar a swimming pool</p>	<p>The Commonality Find common points between: basketball and equestrian jumping</p>	<p>The What if? the Olympics had no spectators? Team GB won every event? Football and tennis balls did not exist? record your answers on a concept/mind map</p>	<p>The Inventions Design a machine for: generating electricity for the stadium</p>
<p>The Question Give 5 questions that have the answer: The Opening Ceremony Athlete</p>	<p>The Disadvantages List 10 disadvantages and improvements you could make to a stopwatch <i>or</i> javelin, diving board, bicycle or item used in an Olympic event</p>	<p>The Interpretation <u>Write a 1 page explanation for:</u> Wenlock and Mandeville in the middle of an empty Olympic Stadium dancing The team was given new uniforms the equipment bag was empty</p>	<p>The Prediction Predict the 5 dominant countries at the Olympics in 100 years time</p>	<p>The BAR Make an item BIGGER, ADD something to it, REMOVE/REPLACE something on it: BAR a sailing boat or the game of hockey or a pair of trainers</p>

In addition to the student input in school, Juniper Green took part in the following activities:

National Museum of Scotland : Create your own Exhibition

Discover more about your Olympic country by exploring our collections to create your own exhibition.

Pupils will work with real objects from their chosen country to research themes, learn how to display information and promote their exhibition. With expert advice from curators, designers and conservators this is a great opportunity to explore the cultures of people living around the world.

Gardening Scotland - COUNTRY IN A BASKET

Schools were asked to provide one basket of a floral or plant display inspired by the country they represent in *Edinburgh Gets Set for the Games*. Relevant accompanying artefacts are used to help illustrate their country and the theme of their entry. For example, plants that originate from the country, colours of the flag etc.

The growing element of the competition ran from February 2012 and culminates at the Gardening Scotland event at Ingliston on 1-3 June 2012 where all the entries will be prominently displayed and pupils invited to attend.

Meadowbank Event 25 June 2012

Schools will take part in a Festival of Sport incorporating both competitive and participatory events. Juniper Green will represent Japan on the day taking part in all events and opening and closing ceremonies.

Appendix 2

DEVELOPING GLOBAL CITIZENS IN EDINBURGH 12 MARCH 2012

Background

Developing Global Citizens (DGC), encompassing international education, education for citizenship, and sustainable development education, is a key theme in A Curriculum for Excellence and is set out in the LTS publication 'Developing Global Citizens within Curriculum for Excellence' (2011).

In Edinburgh most schools are engaged in some activity under the DGC banner but it varies from school to school both in the level of engagement and in the strand of DGC which is prominent.

This event, planned and organised jointly by staff in Children & Families and Services for Communities with funding awarded from Education Scotland was designed to raise awareness of opportunities and funding in the DGC area. It was aimed particularly at schools not very active in DGC or active in one strand but not another.

The Event

A whole day conference was held at City Chambers on 12 March 2012. The programme is was designed to be a series of short sharp inputs from organisations offering opportunities followed by more detailed workshops in the afternoon from schools already engaged in the various strands. Delegates also completed pledge cards at the event indicating

1. Which area they would like to receive more information on
2. A commitment on action they would take within the next six months as a result of attending the event

A wide range of organisations were represented on the day either in person or in resources distributed so that participants had an idea of a whole menu of opportunities available to them – for example engaging with Malawi, or China, or Europe or measuring one's own local footprint.

A total of 66 delegates attended on 12 March of whom 44 were currently class teachers. Other delegates were local authority staff, staff from partner organisations, staff from the English as an Additional Language Service.

Resource packs are being offered to schools not represented on the day through the Children and Families International Newsletter.

Evaluative Feedback received

The Global Citizenship conference was a superb event and inspirational. The only issue now is time! Thanks for organising it. It was a lot of work. (Secondary School)

Great to hear about the various organisations which support partnerships, provide resources, ideas. Workshop was very valuable, great on examples of developing partnership sustainability. (Secondary School)

Fantastic, informative and motivational day. Thank you. Just hope I can do it justice with my follow up! (Special School)

Very inspiring, perhaps a little too much information! Feel I have learnt a great deal about global footprinting and rights Respecting Schools (Primary School)

Thanks for a great event. It was really interesting. Excellent, inspiring presenters. Really informative. There is so much valuable work going on in Edinburgh in developing international partnerships (Local Authority staff)

An excellent day and one which will continue to generate ideas and action. (Secondary School)

This has given me great ideas to use in school. I actually want to do this! (Special School)

Very interesting. My list of 'to do' jobs has grown! (Primary School)

Of the 44 evaluation scores received at the end of the event

9 scored 10/10

23 scored 9/10

9 scored 8/10

1 scored 7/10 – this person commented that as she worked in EAL she thought the content was not as relevant for her.

Resource Packs

Resources distributed at the event came from

- Education Scotland
- The Confucius Institute
- Royal Zoological Society of Scotland
- SCOTDEC
- Local Footprints
- The Homeless World Cup
- Screen Education Edinburgh
- Mary's Meals
- British Council
- Link Community Development
- READ International
- Global Citizen Corps
- Red Cross
- The Vine Trust

Going forward

The pledge cards are being studied and delegates will be contacted to follow up their areas of interest. This will also inform future CPD offered to schools. All delegates will receive contact details for the organisations that presented on 12 March.

Claire Soper
International Unit Manager
Children & Families,
The City of Edinburgh Council

Appendix 3

Sample Programme of Visit to Edinburgh Schools

	Information on the Group		
	<p>The group comprises 40 teachers from all Departments of Stord Secondary School in Norway – including the special school department. http://www.stord.kommune.no/Stord-ungdomsskule/</p>		
	<p>The group will have an introduction to the Scottish Education System and Assessment is for Learning by Sheena Liddell, Consultant and former Senior Quality Improvement Officer in the Children and Families Department. This will take place prior to the school visits on Thursday 15 March at the Scottish Book Trust.</p>		
	<p>Interests: Evaluation as a tool for motivation and achievement of goals; self assessment; relationship building; good questioning; recognising achievement.</p>		
Group 1	Group 2	Group 3	Group 4
<p>(Special School) Arrival 9.30am Contact Laura Menzies Redhall School 3c Redhall Grove Edinburgh EH14 2DU Phone 0131 443 1256</p>	<p>(Secondary School) Arrival 9am Contact Derek Curran Forrester High School www.forrester.edin.sch.uk 212 Broomhouse Road Edinburgh EH12 9AE Phone 0131 334 9262</p>	<p>(Secondary School) Arrival 9.30am Contact Stuart Heggie Wester Hailes Education Centre www.whec.edin.sch.uk 5 Murrayburn Drive Edinburgh EH14 2SU Phone 0131 442 2201</p>	<p>(Secondary School) Arrival 9am Contact Angela Bell Tynecastle High School www.tynecastle.edin.sch.uk 17-19 McLeod Street Edinburgh EH11 2NJ Phone 0131 337 3488</p>

Improving Outcomes for Children and Young People in Craigroyston

Education, Children and Families Committee

21st June 2012

1 Purpose of report

- 1.1 The Edinburgh Partnership has agreed to develop a multi-agency whole systems approach in the Craigroyston High School cluster to tackle the complex needs of some of the families in that area and improve the life chances and outcomes for the children and young people involved.
- 1.2 This report describes progress towards meeting the outcomes described in the initial work plan agreed by the steering group on 30th January 2012 and seeks approval for a further interim workplan.

2 Background

- 2.1 The chosen area focuses on Craigroyston Community High School and the local primary and nursery schools – Craigroyston, Pirniehall and Forthview. In respect of St David's Primary School, children who live in the area and attend that school will be included. Outcomes for children and young people in a number of important areas compare unfavourably to the city as a whole and need to be improved.
- 2.2 The key principles for re-shaping services to meet the complex needs of client groups such as this take account of individual circumstances, alongside more universal provision. This means that services must be customer and client focused and delivered to meet needs on a more personally relevant basis and from a user perspective. These transformations in service delivery are contingent, therefore, upon a full engagement with the service users themselves, as well as fundamental changes to the ways in which services are planned, delivered and funded.
- 2.3 An inaugural meeting was held between the Edinburgh Partnership, The Forth Neighbourhood Partnership and the Total Craigroyston Steering Group on the 19th March. This meeting was very well received and served as a useful initial consultation, identifying several themes for attention. These include; developing better and quicker access to services, especially services that support mental wellbeing; developing partnership approaches; ensuring good communication, including a commitment to engage with people on their own territory; ensuring

that good information is readily available at local level; recognising the strength of the community and improving the physical environment, co-locating staff to strengthen existing relationships and tackling the perception that young people have that there are few places where they can meet socially.

- 2.4 The Total Craigroyston Manager has now been appointed and several key service department staff have been allocated time to work on the initiative. (Appendix1).
- 2.5 A community engagement process which will take place over May and June has been developed with the support of the Snook organisation. This will enable local people and local staff to provide input to the design of the initiative. Key areas for service transformation will be identified to ensure that services are delivered in a way that is more personally relevant to the service user. The result of this work will be the development of a 'road map', which will set the direction of the initiative over the longer term.
- 2.6 Evaluation Support Scotland has been engaged to assist the local management team create an evaluation plan and in the longer term an outcome map which will assist identifying short, medium and long term outcome indicators to ensure that activity on the ground is coherent with the long term strategy.
- 2.7 Through initial consultation with key partners the Total Craigroyston Team has identified a number of areas where immediate issues can be addressed to provide some momentum around the initiative. An important part of this early work is to ensure that agreed structures and processes agreed as part of the GIRFEC arrangements are in place and working effectively.
- 2.8 A Team around the Cluster meeting was held to plan P7 / S1 transition support for 30 children identified as giving cause for concern. Subsequently, transition plans have been established for all of them, involving a wider range of partners than was previously available. A further meeting identified a range of more strategic approaches that could be developed including the reorganisation of learning support in Craigroyston High to provide more intensive support to a vulnerable group of S1 students. In addition, some issues have been identified in relation to supporting children at primary level, which will be addressed before the start of the new session in August.
- 2.9 Within the wider 'Learning Community' , a programme of co-ordinated after school activities designed to support children's learning and development is being organised to ensure that children have access to a range of 'enrichment activities' throughout the week. In addition, a co-ordinated summer programme is being devised aimed at children, young people and families. The youth agencies have agreed to ensure that these programmes are widely advertised to combat the perception that there are few places that young people can meet.
- 2.10 A summer 'campaign', to emphasise the importance of the parental role in the development of early literacy and its importance in school readiness has been planned and a longer term strategy for this area of work will be developed as part of the overall Total Craigroyston Plan.

- 2.11 The Children and Families Social Work team is reviewing the support that is in place for looked after children to ensure that an appropriate level is in place for each child.
- 2.12 In 2010/11 there were 25 young people from Craigoyston who left school without a positive destination and the 16 plus positive destination group at Craigoyston is planning proactively with partners to bring this figure down this year
- 2.13 Several areas of concern have been identified within housing services that require attention. These include: providing better support to 16/17 year olds who present as homeless and the provision of better housing options for young people leaving care, especially in the light of the forthcoming changes to housing benefit; reducing the incidence of homelessness for families with children and those who are fleeing violence and intimidation.
- 2.14 The reduction of domestic abuse and its effect on children will be a key aim of the initiative and police colleagues are currently analysing the incidence of domestic abuse within the community and identifying families where this is an issue. As a start, we will be examining how we can implement the Bystander Approach (violence reduction programme) that is currently being piloted in the Portobello area. It is likely that initial briefing and training will be offered to local staff after the summer break.
- 2.15 The approach will incorporate several key elements, all of which involve contributions from partner agencies. Some early discussions have taken place to secure the support of senior managers within these agencies to develop this proposal and to establish Craigoyston as a pilot site.
- 2.16 Central to Total Craigoyston will be taking a holistic view of the child or young person and a whole system approach to achieving and sustaining the necessary changes to support the family. Those working within the pilot need to be empowered to make local decisions based on assessment of need, and be given the authority and scope to 'do what it takes' to redesign local services on the basis of evidence of success with the target group.

3 Main report

Work Plan

- 3.1 The following table details the key objectives, updated timescales and status of progress to date:

Key Objectives	Timescale	Status
Secure the secondment of a senior to take forward the approach for the next 2 years.	February 2012	Completed
Establish a local base for Total Craigoyston at the North Edinburgh local office.	Feb/Mar 2012	Completed
Design a programme and content for the joint meeting of the Edinburgh Partnership Executive and Forth Neighbourhood Partnership – including pre-meetings with	19 March 2012	Completed report circulated

representative groups involved in Forth Neighbourhood Partnerships.		
<p>Design the role and remit of the multi-agency local implementation team:</p> <ul style="list-style-type: none"> • Prepare job descriptions • Recruit local team members • Agree local manager contribution to governance • Co-locate staff where possible 	April 2012	<p>Basic dedicated team established and initial areas of work agreed. Staff co-located in the North Neighbourhood Office</p> <p>Local management group established.</p>
<p>Develop a coherent engagement plan and strategy for the initiative, based on further content and discussion with key individuals, local groups and agencies including</p> <ul style="list-style-type: none"> • Elected Members • Voluntary sector groups • Headteachers • NHS • Police, Fire and Community Safety • Local practice teams • Community groups 	May/June 2012	Plan developed and currently being implemented
<p>Develop a statistical profile and research base with partners, identifying the nature and scale of inequalities experienced by children and young people in the target area e.g.</p> <ul style="list-style-type: none"> • Achievement and attainment • Physical and mental health • Child abuse and neglect • School leaver destination • Youth offending 	From Feb 2012 onwards	Ongoing
<p>Define the specific objectives and intended outcomes for taking full cognisance of findings from local consultation and analysis of issues affecting children and young people intake cluster group.</p>	August / Sept 2012	Outcome of local engagement will be developed into a plan that will be presented at the next joint meeting of the Edinburgh Partnership,

		Forth neighbourhood partnership and the Total Craigroyston Steering Group on 3 rd Sept.
Develop a project plan utilising a 'total place' approach to deliver agreed objectives and share the ambitions within that plan with all key stakeholders including local Elected Members	August / Sept 2012	Ongoing

4 Financial Implications

4.1 There are no financial implications at this stage.

5 Equalities

5.1 This initiative will impact positively on the outcomes for children and families in the Craigroyston area.

6 Environmental Impact

6.1 There are no adverse environmental impacts and the action to improve the social and economic prospects of children and young people will contribute positively to the council's commitments to a range of national priorities.

7 Conclusions

7.1 This report sets out the progress made towards the initial work plan agreed for the Total Craigroyston initiative and provides an updated timescale for the development of a longer term plan. Cross sector and partner agency commitment is essential to achieve the outcomes agreed for the initiative. The governance and management proposals have been designed to achieve this. In addition there must be a commitment to ensuring that there is ongoing commitment from all partners to engage with service users and the wider community in the long term, to ensure that services can remain 'light on their feet' in relation to achieving the agreed outcomes.

8 Recommendations

8.1 It is recommended the committee:-

- a) Notes the approach to improving outcomes for children and young people in Craigroyston as set out in this report.
- b) Notes the initial work plan for February to September 2012.
- c) Seeks a further progress report in October 2012.

Appendices 1 Staff team

Contact/tel/Email David Bruce 0131 469 3795

Wards affected

Single Outcome Agreement National Outcome 3 - We are better educated, more skilled, more successful, renowned for our research and innovation
National Outcome 4 - Our young people are successful learners, confident individuals, effective contributors and responsible citizens
National Outcome 5 - Our children have the best start in life and are ready to succeed
National Outcome 6 - We live longer, healthier lives
National Outcome 8 - We have improved life chances for children, young people and families at risk
National Outcome 9 - We live our lives free from crime, disorder and danger
National Outcome 11 - We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others

Background Papers Improving Outcomes for Children and Young People in Craigroyston Education, Children and Families Committee 11 November 2011

Appendix 1

Total Craigroyston

Contributions to the staff team

Organisation / Department	Staff member	Areas of work
CEC Children and Families	Christine Mackay (full time)	Manager
	Allan Hosey (half time)	Community Development within the learning community, enrichment activities, co-ordination of holiday programmes, transition support to schools
	Sarah Low (half time)	Community development, work with parents, community engagement and participation.
	Naomi Stewart (6 hours per week)	Transition support and 1:1 support
CEC Services for Communities	Tim Packer (full time)	Housing options for care leavers and 16 and 17 year olds) homelessness reduction (focus on families with children).
CEC Corporate Governance	Pamela Roccio	Community engagement and participation. Links to Edinburgh Partnership and other EP initiatives
NHS Lothian	Diane Devlin (7 hours per week)	Linking with local health services, ensuring that Getting it Right arrangements are robustly applied, training and awareness raising re Getting it Right.
	Cathy Wood	Addressing health inequalities with an early years focus
Lothian and Borders Police	Sgt Craig Stephen	Community Safety, violence reduction, reducing anti social behaviour

Children and Families Service Plan 2012-15

Education, Children and Families Committee

21 June 2012

Purpose of report

- 1 To advise the Education, Children and Families Committee of the Children and Families Service Plan 2012-15.

Main report

- 2 The way in which planning is done within the Council has changed in this past year with a move towards Priority Based Planning. This will have an impact on the way Service Planning is carried out in the future.
- 3 Since the change in planning is still underway, there is no requirement from Corporate Governance for each Service Area to have a full Service Plan as in previous years.
- 4 Children and Families is fully committed to service planning, alongside team planning, self-evaluation, and performance management to ensure continuous improvement in all our services. We have therefore taken the decision to develop a Service Plan for this year.
- 5 The Children and Families Service Plan 2012-15 articulates:
 - Our vision for children and young people in Edinburgh
 - Our seven strategic outcomes – why they are important and how we will measure progress towards them
 - Our six priorities for action – based on regular monitoring of progress
- 6 This plan aligns fully with the Edinburgh Partnership's Single Outcome Agreement, the Integrated Plan for Children and Young People, the Council's strategic outcomes and the Coalition Agreement Commitments.

Financial Implications

- 7 There are no financial implications arising directly from this report.

Equalities Impact

- 8 There are no equalities implications arising directly from this report. The plan contains an indication of where there is an equalities element to each of the indicators.

Environmental Impact

9 There are no environment implications arising directly from this report.

Recommendations

- 10 It is recommended the Education, Children and Families Committee notes:
- a) The Children and Families Service Plan 2012-15

Gillian Tee
Director of Children and Families

Appendices	1. Children and Families Service Plan 2012-15
Contact/tel/Email	Karen Brannen – Performance Manager Tel: 0131-469-3494 Email: Karen.brannen@edinburgh.gov.uk
Wards affected	None
Single Outcome Agreement	Not applicable
Background Papers	None

Service Plan

Children and Families 2012-15





Paul Godzik
Convener



Gillian Tee
Director

Foreword

We are committed to delivering the highest level of service for every child and family across Edinburgh. We will do this through a co-operative approach which will take account of, and engage, the citizens of Edinburgh in decisions which affect them.

We will work to redesign services using innovative approaches such as provision of childcare co-operatives for affordable childcare for working parents. We will redesign services to shift the balance of resources from high-end service provision to early intervention.

We are determined to place the needs of children, young people and their families at the heart of our services. We want all children and young people to enjoy being young and achieve their potential. We believe that children and young people do best when:

- they are able to live safely, happily and in good health within their families with the right kind of support, as needed;
- they attend first class, inclusive schools which meet their needs;
- they are raised within caring, supportive communities with access to a range of support and activities;
- they can play a full part within their communities.

At the core of our thinking is that all our work should be child-centred. This means that all services are fitted around the needs of children, young people and their families.

Central to all we do is the need to develop self-confidence and resilience amongst children and young people and the need to develop a collective sense of responsibility within communities for vulnerable children and those in greatest need.

Working with our partners in health, police, the voluntary sector and others is the best way to progressively impact on the big issues such as the significant levels of poverty and inequality and the high levels of drug misuse in the city. Together with our partners we have made significant progress to improve services for children and young people.

Within this service plan we detail the ways in which we can help all our children have the best start in life, be successful learners, confident individuals, effective contributors and responsible citizens, develop healthy lifestyles, and leave school with positive destinations and with skills and motivation for lifelong learning.

Gillian Tee
Director of Children and Families

Councillor Paul Godzik
Convener of Education, Children and Families

Overview

Introduction

This plan sets out our key priorities for achieving our vision that Edinburgh's children and young people enjoy their childhood and achieve their potential. The plan covers the next three years and is reviewed annually. The service plan is a high level document with more detailed plans, such as team plans and service-specific improvement plans, feeding in. Throughout this document there are references to more specific areas of work and service developments.

As well as regular detailed performance monitoring of our priorities and outcomes, each year we produce a Standards and Quality Report which sets out progress and areas for further improvement.

About Children and Families

Children and Families provide a wide range of services for children, young people and families. They range from educational services (including schools, additional support for learning, sports and outdoor education, arts, music, global citizenship, health and wellbeing promotion) to children and young people's social work services (including child protection, looked after children, family support services and residential services) to community learning and adult education programmes to early years and pre-birth.

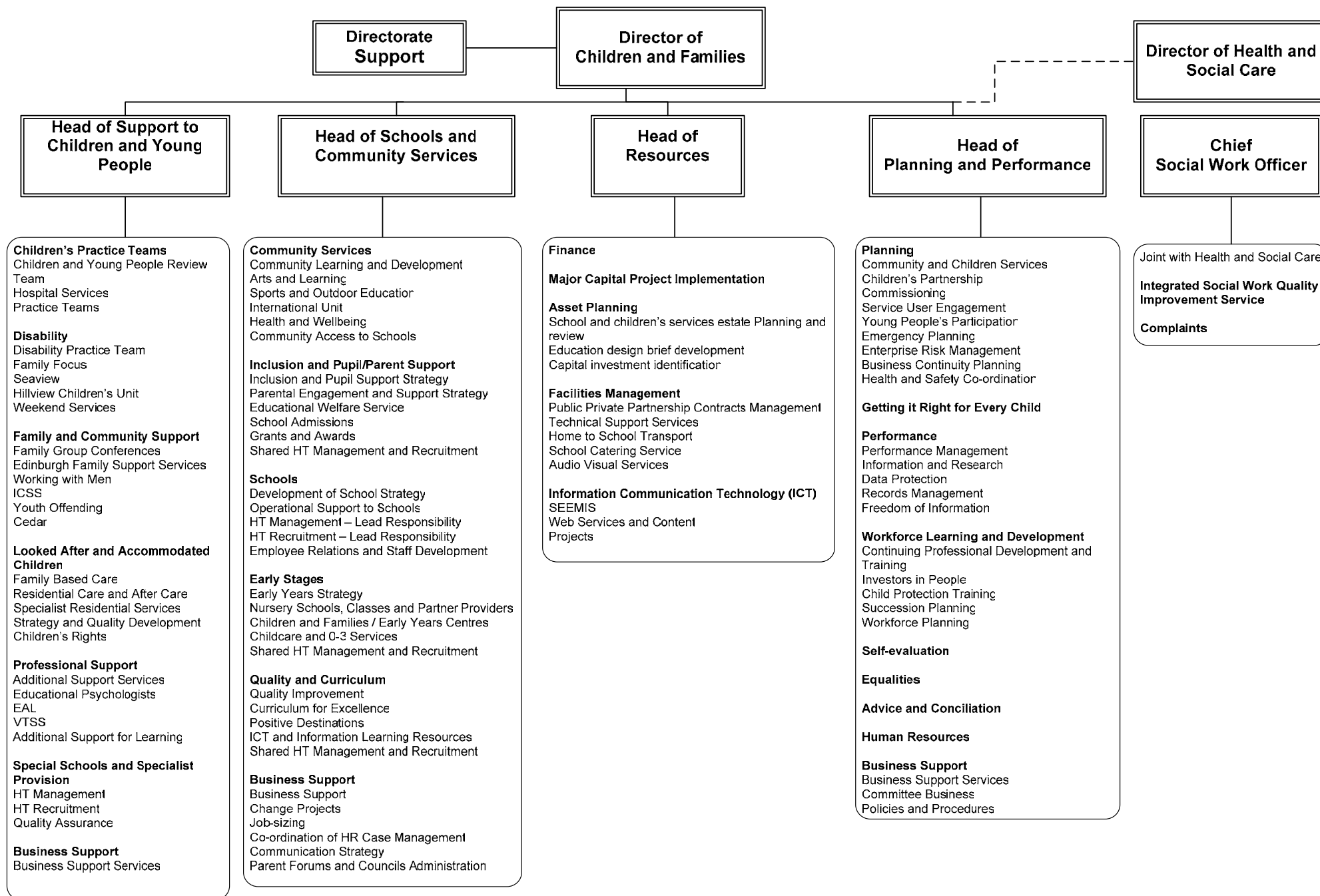
Overarching this is the aim to provide high quality services whilst making best use of resources.

Children and Families includes:

- 9 Child and Family Centres
- 16 nursery schools (one includes a specialist class)
- 69 nursery classes (one includes a specialist class)
- 5 Early Years Centres
- 87 primary schools (six include specialist classes)
- 23 secondary schools (four include specialist resources)
- 13 special schools and services (two with specialist nurseries)
- A range of specialist teaching services and support services for additional support needs
- An educational psychology service
- 10 residential units, including close support and secure provision
- 7 practice teams including a disability practice team
- 42 community centres

The authority is also in partnership with around 120 pre-school providers per year who provide pre-school education and care to around 40% of Edinburgh's children.

The diagram on Page 3 sets out a summary of the services provided by Children and Families.

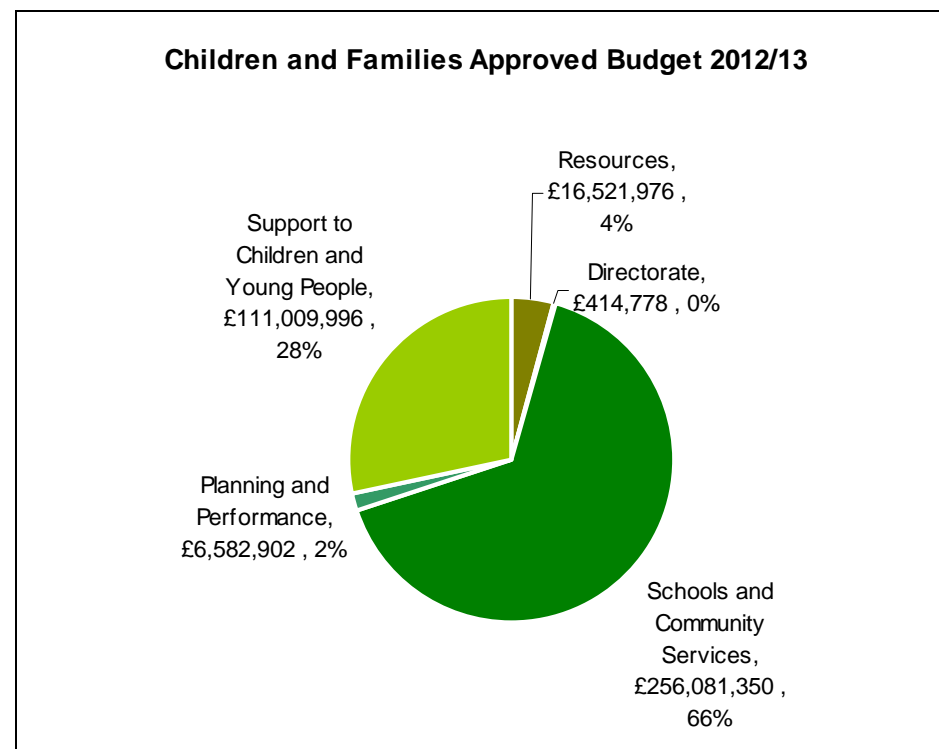


Resources

The ongoing financial strategy since 2007 has been to protect frontline services, to redesign children's services, and improve the efficiency in other areas of service provision particularly, with regard to management and business support and discretionary non-staffing expenditure. Since 2007 the department has had to find just over £37m of efficiency savings. Over this period Children and Families has successfully dealt with significant budget challenges through its financial strategy, achieving a balanced budget since 2009/10.

The financial situation remains challenging and in meeting the Council's requirement for further extensive savings over the next three years, further budget reductions are required. Full details are on the Council's website.

Long term financial planning takes account of current and projected demographics with increased resources being targeted since 2007 to reflect the increase in numbers of vulnerable children requiring services, increasing numbers of 0-5 year-olds and work to reduce class sizes.



The following tables provide a summary of our equalities employment data, and staffing data, as at 31st March 2012.

Equalities Employment data	Male Chief Officers	Female Chief Officers	Male at Grades GR10-12	Female at Grades GR10-12	BME	Disabled
Children and Families	80.0%	20.0%	42.9%	57.1%	1.9%	1.2%
Council	66.7%	33.3%	62.4%	37.6%	2.4%	1.5%

Staffing Breakdown	Headcount	Full-time Equivalent
Non-teaching staff	4,835	3417.90
Teaching staff	4,040	3427.84

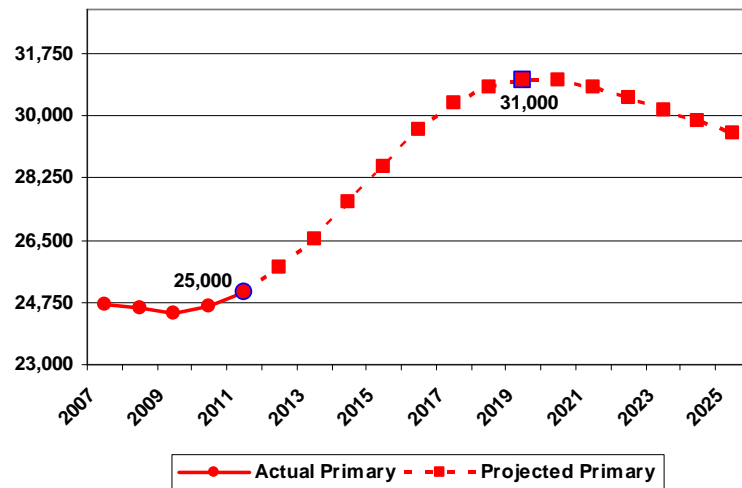
Context for Delivering Services

Population Demographics

The total population of Edinburgh has increased by 13% since 1992 to 495,300 in 2011. A further increase of 11% is projected over the next decade to 553,800 in 2022. It is anticipated that the school age population (5-16) in the city is due to rise by 18% between 2011 and 2025 (51,600) ¹.

The number of 3-4 year olds in the city is estimated to have increased by 20% to around 10,200 between 2007 and 2011.

Figure 1: Actual and Projected Primary School Rolls¹



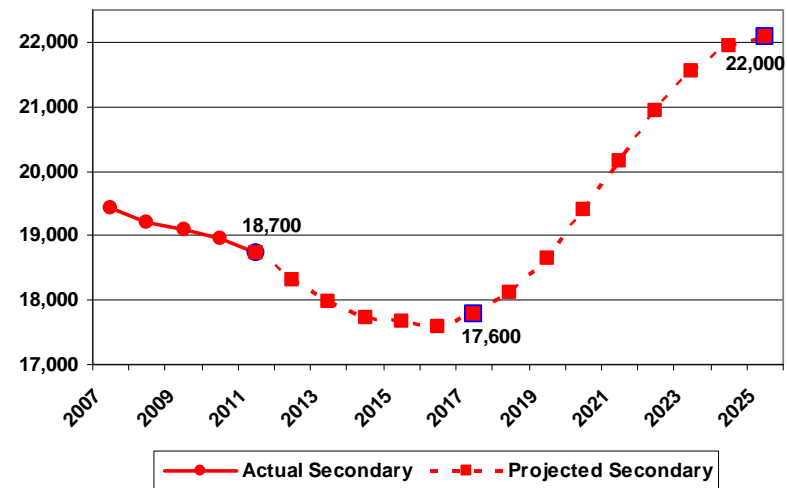
¹ Modified 2008 based Population Projections from General Register Office for Scotland

² Start of Session School Rolls. ScotXed Census from 2003

Since 1997, there has been an 18% drop in the primary school roll population² from 30,600 to 25,000. Largely due to the impact of high births, rolls are now expected to rise sharply to around 31,000 by 2019 (See Figure 1), representing a 24% increase from 2011.

Figure 2 highlights that secondary school rolls are expected to continue falling to 17,600 by 2016. Numbers are then expected to steadily increase to 22,000 by 2025 taking into account the increasing rolls in primary schools.

Figure 2: Actual and Projected Secondary School Rolls¹

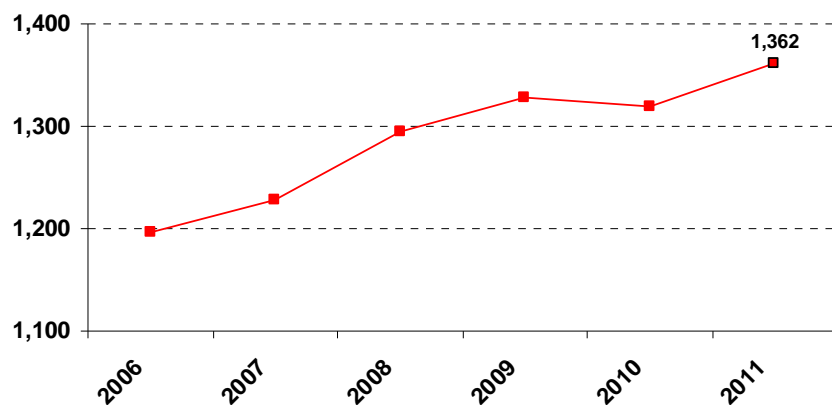


All population figures are rounded to the nearest 100

Looked After Children

The number of children requiring to be Looked After was 1,362 as at the end of July 2011 with 410 looked after at home and 932 looked after away from home, of which 515 were in foster care. This figure has shown a steady rise with a 14% increase between 2006 and 2011 (see Figure 3). The make up of this population over this period has changed significantly with 40% more children placed with foster carers and 20% less staying at home. Overall the proportion of all Looked After Children that were placed away from home over this period has increased from 56% to 68%. The demand for foster care places continues to increase, as does demand for services for children with disabilities.

Figure 3: Number of Looked After Children



Child Protection

The number of children on the Child Protection Register as at the end of March 2011 was 266. The number of reported Child Protection referrals has shown an increase in recent years with

around 1,900 for 2011. However, the number of children on the Child Protection Register fluctuates, with the annual reported figures ranging from 235 to 311 between 2006 and 2011.

Additional Support Needs

There are currently more than 7,000 children in Edinburgh who have a significant additional support need who require support over and above that generally available in our schools. Approximately half of these children require support for English as an Additional Language. The remaining number require additional support as a result of a wide range of factors including a disability, language and communication disorders or social and family circumstances. Approximately 90% of children with additional support needs are supported in mainstream early years and school provisions whilst those remaining benefit from provision in special schools or specialist settings in mainstream schools. Over recent years there has been an increasing proportion of children and young people identified as having additional support needs as a result of new legislation, changes in medical practices, improvements in assessment procedures and socio-economic circumstances.

Young Carers

Research suggests that there are about 5,000 young carers aged 10 to 17 in Edinburgh. While a level of caring responsibility is a positive experience for some young people, for others it is inappropriate and interferes with their growth and development. Being a young carer can be isolating and can undermine education and reduce social and leisure opportunities. It is important that such circumstances are recognised and that young carers' needs are assessed and support is offered.

Legislation, National and Local Strategies and Priorities

Children and Families is responsible for delivering a wide range of services for children, young people and their families. Some of the key examples of relevant Legislation, Local Priorities and Strategies and National Guidance and Priorities to the services we provide are shown below:

Legislation

- Standards in Scotland's Schools etc. Act 2000
- Scottish Schools (Parental Involvement) Act 2006
- Schools (Consultation) (Scotland) Act 2010
- The Education (Scotland) Act 1980, *as amended*
- Additional Support for Learning Act 2009
- Children (Scotland) Act 1995
- Adoption and Children (Scotland) Act 2007
- Protection of Children (Scotland) Act 2003
- The Equalities Act 2010
- Data Protection Act 1998 and Freedom of Information (Scotland) Act 2002
- Local Government (Scotland) Act 1973
- Local Government (Scotland) Act 2003

Local Priorities and Strategies

- Customer Service Excellence
- Corporate Parenting Action Plan
- Investors in People
- Early Years Change Fund Implementation Plan
- Early Years Strategy
- Growing Confidence
- Equality, Diversity and Human Rights Action Plan
- Joint Health Improvement Plan
- Asset Management Strategy

- Supporting Communities
- Community Engagement Implementation Plan

National Guidance and Priorities

- National Concordat
- Early Years Framework
- Curriculum for Excellence
- More Choices, More Chances
- Getting it right for every child
- Better Health, Better Care

Single Outcome Agreement

The Edinburgh Partnership is the city's community planning partnership working to improve outcomes for the city and its people. The Single Outcome Agreement presents the Edinburgh Partnership's agreed priorities for the city and the outcomes to be delivered by partners.

The vision of the Edinburgh Partnership is that Edinburgh is a thriving, successful and sustainable capital city in which all forms of deprivation and inequality are reduced.

The four outcomes identified to achieve the vision are:

- Edinburgh's economy delivers increased investment, jobs and opportunities for all
- Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities
- Edinburgh's children and young people enjoy their childhood and fulfil their potential
- Edinburgh's communities are safer and have improved physical and social fabric

Integrated Plan for Children and Young People

The Edinburgh Children's Partnership directs the strategic planning, development and delivery of children and young people's services on behalf of the Edinburgh Partnership. The vision, outcomes and priorities of the Children's Partnership are fully aligned to those detailed in the Edinburgh Partnership's Single Outcome Agreement and to the Children and Families Service Plan.

City of Edinburgh Council's Strategic Plan

The City of Edinburgh Council has a vision that is fully aligned to the vision of the Edinburgh Partnership: 'Edinburgh is a thriving, successful and sustainable capital city in which all forms of deprivation and inequality are reduced'. The Council's five strategic outcomes to achieve the vision are:

- Edinburgh's children and young people enjoy their childhood and fulfil their potential
- Edinburgh's economy delivers increased investment, jobs and opportunities for all
- Edinburgh is an excellent place to live, study, work, visit and invest
- Health and wellbeing is improved in Edinburgh and there is a high quality of care and protection for those who need it
- The Council is an efficient and effective organisation

The Council's Strategic Plan describes how the overall vision and the five identified outcomes will be achieved.

Capital Coalition Agreement and Commitments

Following the elections on 3rd May 2012, the Capital Coalition Agreement between the Edinburgh Labour Party and the Scottish National Party was drawn up and signed. The document details the way forward for the Council and includes a list of commitments to be delivered during the 2012-2017 term. The Capital Coalition Commitments are:

- Ensuring every child in Edinburgh has the best start in life
- Reducing poverty, inequality and deprivation
- Providing for Edinburgh's prosperity
- Strengthening and supporting our communities and keeping them safe
- Ensuring Edinburgh, and its residents, are well cared-for
- Maintaining and improving the quality of life in Edinburgh.

The first is clearly aligned with the first of the Council's five strategic outcomes and with the vision for Children and Families. Part 1 of the schedule accompanying the Capital Coalition Agreement details how the six Commitments will be achieved. The actions relating directly to the work of Children and Families are:

- Increase support for vulnerable children, including help for families so that fewer go into care
- Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations
- Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools
- Draw up a long-term strategic plan to tackle both the overcrowding and under-use in schools
- Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
- Establish city-wide childcare co-operatives for affordable childcare for working parents
- Further develop the Edinburgh Guarantee to improve work prospects for school leavers.

Throughout this plan we demonstrate how Children and Families, working alongside elected members, will deliver on these, and all other relevant, commitments and actions.

Children and Families Service Planning

Our vision is for all children and young people in Edinburgh to enjoy their childhood and fulfil their potential. Our mission is to place children, young people and families at the heart of all our services and provide support when it is needed throughout childhood and the transition to adulthood.

Children and Families has identified seven key strategic outcomes which will help to achieve our vision.

Strategic Outcome 1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed

Strategic Outcome 2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities

Strategic Outcome 3 – Our children and young people at risk, or with a disability, have improved life chances

Strategic Outcome 4 – Our children and young people are physically and emotionally healthy

Strategic Outcome 5 – Our children and young people are safe from harm or fear of harm, and do not harm others within their communities

Strategic Outcome 6 – Our children's and young people's outcomes are not undermined by poverty and inequality

Strategic Outcome 7 – Providing quality services and making best use of our resources

How Have We Done?

We regularly monitor progress towards our strategic outcomes by evaluating to what extent we have met the targets for the indicators set out in the plan. The latest full review of progress took place in September 2011 with monthly detailed monitoring of specific

service areas taking place throughout the year. These reports highlight areas of success and areas requiring further improvement. Some of the achievements identified through this process include:

- Good quality of provision for early years in local authority establishments
- Improvement in attainment with all National Priority secondary school attainment measures showing year-on-year improvement
- Significant improvements in measures of child protection as verified by inspectors
- Significant improvement in the number of young people entering positive destinations on leaving school, reaching the highest level for ten years
- High levels of satisfaction with schools reported through the Parents/Carers survey
- Improved outcomes for Looked After Children
- Reduction in the numbers of children and young people referred to SCRA on offence grounds
- Reduction in level of exclusions
- 2nd highest ranking of Full Duke of Edinburgh Awards gained among Scottish local authorities with a high participation rate in 2010/11 of 1,824 young people
- Successful introduction of the Top Up Swimming programme leading to high levels of confident and competent young swimmers
- Excellent evaluations from Care Commission inspection findings

We are also subject to various external evaluations (see Page 39). The recent Shared Risk Assessment found no areas of risk and outcomes for Looked After Children were identified as an area of uncertainty. Education Scotland findings from the Quality Improvement through Professional Engagement – Getting it Right for Every Child showed areas of good progress with some identified areas for improvement.

What Are Our Challenges?

Some areas identified as requiring further improvement, through regular monitoring, self-evaluation and external scrutiny, include:

- Pupils' attendance at school
- Attainment and achievement of our lowest achieving pupils
- Provision of 2 hours high quality curriculum PE in schools
- Some health outcomes for children eg childhood obesity, mental health
- Reducing the need for children to become looked after and/or become accommodated
- Outcomes for Looked After Children
- Minimising the effects of risk-taking behaviours
- Provision of services and outcomes for children with additional support needs
- Although improved, destinations of school leavers are still not at the national average and require further improvement.

Our Priorities for Improvement

From analysis of achievements and challenges, seven particular areas have been identified as priorities for action. These are:

- to improve support in early years so that children reach appropriate developmental and social milestones
- to improve early support for families so that fewer children need to be looked after, with a particular focus on addressing the impact of parental drug and alcohol misuse
- to improve the educational attainment of the lowest achieving pupils
- to improve health outcomes for children, including healthy weight, sexual health, emotional health and wellbeing and drug and alcohol misuse
- to improve life chances for Looked After Children including increasing the focus on Corporate Parenting
- to increase the number of young people who enter and sustain positive destinations
- to improve early support for children with Additional Support Needs (ASN)

Delivering Our Strategic Outcomes

The remainder of this section provides further details of our Strategic Outcomes alongside the most relevant Priority Actions and Capital Coalition Commitments. Details of the key performance measures which will be used to help measure progress towards each outcome and commitment and the initiatives, strategies, approaches and ongoing work in place to support work towards the key outcomes are also set out. All performance measures with an equalities dimension have been marked with the symbol (EQ=).

SO1 - Our children have the best start in life, are able to make and sustain relationships and are ready to succeed

We know that there is a direct link between the experiences of early childhood and what happens in adult life and that parents' and carers' interaction with children during early childhood is critical in developing relationships and laying the foundations for positive physical and mental health development. We will strengthen universal early years services and build family capacity and confidence, pre-birth and throughout early years, with additional support targeted at those who need it most.

We want to deliver increasingly integrated early years learning and childcare options with an emphasis on effective learning and support programmes for parents and carers, increased outreach provision and good quality local resources and information. Implementing and monitoring the national Early Years Change Fund is central to our ability to deliver transformational change in this respect.

Priority Action – Improve support in early years so that children reach appropriate developmental and social milestones.

Capital Coalition Commitment – Establish city-wide childcare co-operatives for affordable childcare for working parents.

Capital Coalition Commitment – Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations

Outcome SO1.1 - Children's early years development, learning and care experiences are improved

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of pre-school settings achieving positive (satisfactory or better) inspection reports	85%	92%	95%	96%	Latest data taken from 61 HMIE inspections (28 April 2008-31 March 2010) of all local authority and partner provider pre-school settings. National performance is 92%.	Aileen Mclean

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of children entering mainstream P1 with a baseline numeracy score of 85 or more	90%	92%	-	-	Age appropriate development measures for 0-5s and primary school age are being developed. This interim measure is based on the baseline numeracy and literacy tests at entry to P1. (EQ=)	Aileen Mclean
Percentage of children entering mainstream P1 with a baseline literacy score level of 85 or more	88%	90%	-	-		
Percentage of partner provider pre-school establishments with access to qualified teacher	(2010/11) 37%	38%	39%	40%		Aileen Mclean
Number of parents and carers participating in Family Learning opportunities in targeted schools and nurseries	848	850	850	850	Aim to maintain at 850. (EQ=)	Maria Gray
Number of pre-school hours provision	475	475	475	600	There is a Scottish Government requirement for the number of hours of pre-school provision to be extended to 600.	Aileen Mclean
Percentage of P1 to P3 pupils in classes of 18 or fewer	15.3%	Progress towards 20%	20%	20%	Current performance data taken from pupil census in September 2011. The long-term target is for P1-P3 pupils in all schools to be in class sizes of 18 or fewer.	Ron Waddell
Percentage of P1 to P3 pupils in classes of 18 or fewer across Positive Action schools	48.6%	Progress towards 100%	100%	100%	Current performance data taken from the pupil census in September 2011. The number of discrete classes, based on pupil numbers, and team teaching arrangements are recommended to the schools and used as the basis for the figures quoted here.	Ron Waddell
Percentage of P1 pupils in class sizes of 25 or fewer	87%	100%	100%	100%	Where lack of accommodation restricts additional classes being established, team teaching arrangements are used as agreed with the Scottish Government. As at September 2011, almost all P1 classes had pupil:teacher ratios of 25 or fewer.	Ron Waddell

Supporting strategies, projects and programmes

Ref	Key Projects/ Initiatives / Approaches	Lead
1.1	Deliver the Capital Coalition Agreement and Commitments through co-operative approaches.	All managers
1.2	Develop strategy to deliver childcare co-operatives.	Aileen Mclean
1.3	Mainstream the Getting It Right for Every Child core components across all our services.	Lynne Porteous
1.4	Deliver the Early Years Strategy.	Aileen Mclean
1.5	Deliver the Early Years Change Fund Action Plan.	Alistair Gaw
1.6	Ensure early years services such as day care and children with disabilities services are integrated into the early years strategy development.	Aileen Mclean Martin Valley Scott Dunbar Carol Chalmers
1.7	Develop measures to support progress on the Early Years Strategy, on age appropriate development for 0-5s and primary school. The interim use of the measures on baseline literacy and numeracy will further support development of ways to assess early years development and progress and readiness for school.	Aileen Mclean
1.8	Implement actions in the Early Literacy Strategy to support improvements in language and literacy in the early years targeting the lowest attaining 20%.	Martin Valley
1.9	Implement the Additional Support for Learning Improvement Plan.	Martin Valley

SO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities

Key to children and young people becoming successful learners, confident individuals, responsible citizens and effective contributors, is ensuring that they have the knowledge, skills and attributes they will need in order to flourish in life, learning and work. Attainment is an important outcome measure in ascertaining young people's progress towards achieving these attributes. We are committed to high quality inclusive schools which work with families to meet the needs of all their children.

Priority Action – Improve the educational attainment of the lowest achieving pupils.

Capital Coalition Commitment – Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools.

Capital Coalition Commitment – Draw up a long-term strategic plan to tackle both over-crowding and under use in schools.

Capital Coalition Commitment – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum.

Outcome SO2.1 - Children and young people have high quality learning experiences and their learning needs are met

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of primary schools achieving positive (satisfactory or better) inspection reports	91%	92%	93%	94%	Latest performance data from HMIE inspections (28 April 2008-31 March 2010) of primary schools. 2010/11 is the baseline data. National performance is 90%.	Karen Prophet
Percentage of secondary schools achieving positive (satisfactory or better) inspection reports	88%	89%	90%	91%	Latest performance data from HMIE inspections (28 April 2008-31 March 2010) of secondary schools. 2010/11 is the baseline data. National performance is 87%.	Karen Prophet
Percentage of pupils achieving SCQF Level 3 in maths and English by end of S6	92.9%	93.8%	94.7%	95.7%	Latest performance data relates to the 3-year average (2009-2011) of the % of the relevant mainstream S4 cohort. Target is to reach performance in the top quartile by 2014/15 based on 2010/11 data. Edinburgh was in the 3 rd quartile nationally. National performance was 93.1%. (EQ=)	Karen Prophet

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of pupils achieving 5+ awards at SCQF at Level 3 or above by end of S6	90.7%	92.1%	93.5%	94.9%	See note above. Edinburgh was in the 4 th quartile nationally. National performance was 91.7%.	Karen Prophet
Percentage of pupils achieving 5+ awards at SCQF at Level 4 or above by end of S6	79.5%	81.1%	82.8%	84.4%	See note above. Edinburgh was in the 3 rd quartile nationally. National performance was 79.4%.	Karen Prophet
Percentage of pupils achieving 5+ awards at SCQF at Level 5 or above by end of S6	52.8%	53.7%	54.6%	55.5%	See note above. Edinburgh was in the 2 nd quartile nationally. National performance was 50.3%.	Karen Prophet
Percentage of pupils achieving 1+ awards at SCQF Level 6 or above by end of S6	50.3%	51.3%	52.3%	53.3%	See note above. Edinburgh was in the top quartile nationally. Target is to achieve continuous improvement to 2014/15. National performance was 46.7%.	Karen Prophet
Percentage of pupils achieving 3+ awards at SCQF Level 6 or above by end of S6	37.2%	38.2%	39.2%	40.2%	See note above. Edinburgh was in the top quartile nationally. Target is to achieve continuous improvement to 2014/15. National performance was 33.0%.	Karen Prophet
Percentage of pupils achieving 5+ awards at SCQF Level 6 or above by end of S6	25.7%	26.7%	27.7%	28.7%	See note above. Edinburgh was in the top quartile nationally. Target is to achieve continuous improvement to 2014/15. National performance was 22.1%.	Karen Prophet
Average tariff score of lowest performing 20% of S4 pupils in mainstream schools	62	65	67	69	Latest performance data relates to 2010/11 pre-appeal. Targets based on forward projection of past 5 years' performance and revised due to significant improvement on the 2009/10 figure of 55. (EQ=)	Karen Prophet
Average tariff score of highest performing 80% of S4 pupils in mainstream schools	217	220	221	222	The aim is to narrow the gap between the highest and lowest achieving pupils whilst still improving attainment for all. (EQ=)	Karen Prophet

Outcome SO2.2 - Young people are confident individuals, effective contributors and responsible citizens

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of half days attended by pupils in primary schools	94.5%	94.9%	95.2%	95.5%	Latest performance data relates to school session 2010/11. The challenging target is to reach performance in the top quartile by 2014/15 based on 2010/11 data. Quarterly monitoring will take place and targets may be revised. Edinburgh was in the 4 th quartile nationally. National performance was 94.8%.	Moyra Wilson
Percentage of half days attended by pupils in secondary schools	91.0%	91.4%	91.8%	92.1%	See note above. Edinburgh was in the 3 rd quartile nationally. National performance was 91.1%.	Moyra Wilson
Percentage of half days attended by pupils in special schools	90.1%	90.3%	90.6%	90.6%	Latest performance data relates to school session 2010/11. Edinburgh was in the 4 th quartile nationally. National performance was 90.6%. Target is to reach national performance based on 2010/11 data. Note that Special School provision in Edinburgh is not comparable with other local authorities.	Moyra Wilson Rosie Wilson
Exclusions per 1,000 pupils from primary schools	13	11	9	7	Latest performance data to school session 2010/11. Edinburgh was in the 3 rd quartile nationally. Target is to reach performance in the top quartile by 2014/15 based on 2010/11 data.	Moyra Wilson
Exclusions per 1,000 pupils from secondary schools	55	52	50	47	Data relates to school session 2010/11. Edinburgh was in the 2 nd quartile nationally. Target is to reach performance in the top quartile by 2014/15 based on 2010/11 data.	

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of schools (all local authority schools, independent and partner providers) participating in eco-schools award scheme	89%	90%	91%	92%	The programme maintains steady progress with only a small number of Child and Family Centres still to register from council run establishments.	Lindsay Grant
Percentage of schools (all local authority schools, independent and partner providers) with at least one eco-school award	79%	81%	82%	83%	The programme maintains steady progress with only a small number of Child and Family Centres still to register from council run establishments.	
Number of schools with Rights Respecting School Award (at all levels)	2 schools achieved	4 schools achieved	8 schools achieved	10 schools achieved	As at end of March 2012, 21 schools were registered. (EQ=)	Claire Soper
Number of schools (all sectors) carrying out citizenship work with partners in developing countries	63	65	67	70	Funding was provided in 2011/12 on a one-off basis, hence large increase in number of schools. This indicator measures schools engaging in curricular partnerships. (EQ=)	Claire Soper
Number of schools with British Council International School Award (at all levels)	9 schools achieved	12 schools achieved	15 schools achieved	18 schools achieved		Claire Soper
Number of pupils in mainstream schools accessing free instrumental music tuition	4,553	4,650	4,750	4,850	Edinburgh currently offers free tuition in every school based on a banding system according to school role (EQ)	Linda Lees
Percentage of young people accessing instrumental music service who receive free school meals	5.18%	7%	9%	10%	(EQ)	Linda Lees
Number of young people participating in Duke of Edinburgh (Gold, Silver, Bronze and Sectional)	2,202	2,300	2,400	2,500	Number of young people participating in DofE in Edinburgh is double that of comparable authorities.	Robin Yellowlees
Number of young people achieving Duke of Edinburgh Awards (Gold, Silver, Bronze and Sectional awards)	385	400	450	500	A national online system of reporting was introduced this year. Problems with recording have led to under-reporting nationally. A review is now underway. Actual numbers of achievement will be	Robin Yellowlees

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
					considerably higher. Targets will be set following the review.	
Percentage of young people from lowest achieving and priority groups participating and achieving awards in Duke of Edinburgh	20%	21%	22%	23%	(EQ=)	Robin Yellowlees
Number of young people who take part in Open Youth Work provision	7,300	7,500	Maintain at 7,500	Maintain at 7,500	(EQ=)	Maria Gray
Number of young people in Edinburgh aged 12 (S1) to 25 voting in the Scottish Youth Parliament Elections	10,228	-	12,000	-	The 2011 elections saw a doubling of votes compared to the elections in 2009, which were also significantly higher than in 2007. Elections are held once every two years and the target of 12,000 relates to the 2013 elections.	David Maguire

Supporting strategies, projects and programmes

Ref	Key Projects/ Initiatives / Approaches	Lead
2.1	Deliver the Capital Coalition Agreement and Commitments through co-operative approaches.	All managers
2.2	Mainstream the Getting It Right for Every Child core components across all our services.	Lynne Porteous
2.3	Ensure successful implementation of Curriculum for Excellence including ensuring appropriate curriculum structures and evaluation of progress against Curriculum for Excellence Levels; develop key measures and targets on literacy and numeracy.	Karen Prophet
2.4	Ensure support is targeted to under-performing schools and ensure robust self-evaluation processes inform school improvement.	Karen Prophet
2.5	Ensure schools make effective use of ICT to support active learning approaches.	Karen Prophet
2.6	Continue to work with schools to improve outcomes for lowest attaining young people, informed by measures such as average tariff score, including implementing the Integrated Literacy Strategy with a focus on Looked After Children.	Karen Prophet Martin Valley
2.7	Review support to and arrangements for Looked After Children so that primary and secondary attainment improves.	Martin Valley Karen Prophet Moyra Wilson
2.8	Implement the English as an Additional Language Profile of Competence to support consistent approaches to the assessment and tracking of bilingual learners through the stages of English.	Martin Valley
2.9	Continue to build capacity within and across special schools to promote improvement in performance including in inspection reports. Develop a shared understanding of the evaluation of performance in special schools to raise attainment and achievement.	Rosie Wilson

2.10	Establish performance measures and baseline for performance of S4 pupils in special schools	Rosie Wilson
2.11	Ensure children are identified as missing from education within 4 weeks and track children missing from education and link into the Scottish Government project. This is also part of our work under child protection.	Moyra Wilson
2.12	Consult on the strategy for improving relationships, promoting positive behaviours. Training on restorative practices and solution oriented approaches is ongoing.	Moyra Wilson
2.13	Develop and implement a new Parental Engagement Strategy.	Moyra Wilson
2.14	Increase the number of pupils participating in global citizenship projects such as Fairtrade Schools, Olympics/Commonwealth Games project and expanding links; develop performance measures for global citizenship work; target lowest achieving 20% for participation in new global citizenship initiatives.	Claire Soper
2.15	Increase the number of pupils engaging in choirs, bands and orchestras; reduce the drop out rate from instrumental music tuition P7-S2; establish baseline and increase number of pupils attaining awards in music at Higher and Advanced Higher who are taught by instrumental music instructors.	Linda Lees
2.16	Increase the number and range of opportunities for recognising, celebrating and showcasing young people's achievement through creative learning; Facilitate and deliver opportunities and CPD that increases creativity across learning and teaching within the context of Curriculum for Excellence (Creative Learning Action Plan).	Linda Lees
2.17	Implement Duke of Edinburgh Award Development Plan ensuring progression through the awards for priority groups. Junior Award for P6 to S2 will be rolled out across the city based on the pilot model which saw 1,000 pupils involved from 23 schools.	Robin Yellowlees
2.18	Ensure appropriate and accessible universal youth work (including the needs of Looked After Children) opportunities in Edinburgh through partnership working between the Council, voluntary sector and other providers. Implement the Believing in Young People Framework.	Maria Gray Gavin Crosby
2.19	Continue to develop student councils; hold one citywide student council conference per year; provide CPD training to student council advisors; agree strategy for supporting schools in the continued development of student councils.	David Maguire
2.20	Promote the 'pupil voice' in learning.	Karen Prophet
2.21	Promote the city-wide Edinburgh Youth Issues Forum and Local Youth Forums encouraging young people's involvement in shaping and informing services; increase the number of young people from equalities groups involved in the Forum. Continue to maintain an active forum (holding 4 meetings and 1 partnership event per year) in each of the 12 Neighbourhood Partnerships.	David Maguire Maria Gray
2.22	Continue to distribute Edinburgh Young Scot Youth Information Packs to all S1 aged pupils across Edinburgh.	David Maguire
2.23	Deliver CLD contribution to Curriculum for Excellence, with a focus on experiences and outcomes relating to Health and Wellbeing and Literacy, 16+ and 'Getting it Right'; enhance collaboration and partnership working through collaborative work with schools and other partners at cluster level.	Maria Gray
2.24	Ensure educational work with parents and carers is recognised as a priority to be developed; further develop Family Learning approaches to support children's learning; support parents' learning through targeted literacy and numeracy work; increase youth work participation by Looked After Children.	Maria Gray
2.25	Deliver the agreed Children and Families Capital Investment Programme including the new Portobello, James Gillespie's and Boroughmuir High Schools.	Billy MacIntyre

SO3 - Our children and young people at risk, or with a disability, have improved life chances

We know that the needs of children are best met in stable family situations and that Looked After Children are likely to experience poorer outcomes than their peers. Our aim is therefore to address this through a range of measures which support families. We will encourage and support communities that provide a caring environment for children and families and deliver integrated services that meet their needs in a holistic way. We aim to reduce the numbers of children and young people who need to become looked after by engaging and supporting families earlier and more effectively when concerns are identified. We will help Looked After Children to remain within their own family networks by supporting kinship care placements where these are assessed as safe and able to meet the child's needs. We will work to improve support for those who are looked after at home in order to reduce the need for children to be accommodated and therefore will be in a stronger position to invest more in early and effective identification and prevention work. We also aim to shift the balance of care by increasing the number of City of Edinburgh Council foster placements to improve outcomes for children and young people who need to be placed away from home and achieve best value. We will continue to improve our child protection services with a focus on earlier support, engagement of children and families and self-evaluation.

There are approximately 4,000 children in Edinburgh with Additional Support Needs including disability and behavioural problems. We aim to improve access to all relevant services, ensuring that children with Additional Support Needs are not marginalised, have good opportunities to socialise, receive education in an appropriate setting, access further and higher education opportunities and make positive life choices.

Priority Action – Improve early support for families so that fewer children need to be looked after, with a particular focus on addressing the impact of parental drug and alcohol misuse.

Priority Action – Improve life chances for Looked After Children including increasing the focus on Corporate Parenting.

Priority Action – Improve early support for children with Additional Support Needs (ASN).

Capital Coalition Commitment – Increase support for vulnerable children, including help for families so that fewer go into care.

Outcome SO3.1 - Children who need support are identified earlier and receive the right level of service for the right amount of time

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Number of children who <u>need</u> to be looked after (rate per 1,000 0-18)	(end July 2011) 15.4	(Equal national avg of 2011) 14.6	Below national average	Below national average	We aim to reduce the overall number of children who need to be looked after through early support for children and families (while still responding to need). The total number of Looked After Children as at end July 2011 was 1,359. (EQ=)	Alistair Gaw

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of Looked After Children who are looked after at home	(end July 2011) 32%	33%	35%	37%	As above.	Alistair Gaw
Number of children requiring to be looked after and accommodated	305	Reduce by 10	Reduce by a further 10	Maintain reduced level	Latest performance data relates to information from April 2011-March 2012 and counts the number of numbers of Looked After Children becoming accommodated throughout the year. (EQ=)	Andy Jeffries Scott Dunbar
Number of children using family based day care services	141	150	Maintain at 150	Maintain at 150	Data is as at the end of March 2011. The aim is to improve the already good performance. This also contributes to SO1 and the Early Years Strategy. (EQ=)	Scott Dunbar

Outcome SO3.2 - Children in need of protection receive the help they need straight away

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of initial visits made within 15 days of a new supervision requirement	98%	100%	100%	100%	(EQ=)	Andy Jeffries
Percentage of reports (IARs and SBRs) including offence focussed reports submitted to SCRA within timescale	70%	75%	75%	75%	75% is the national target. Data has been calculated using the monthly figures for 2011/12. The validated full-year figure will be published in June/July 2012. National figure for 2010/11 was 51%. (EQ=)	Andy Jeffries
Percentage of initial child protection case conferences taking place within timescale	81%	100%	100%	100%	Note the latest performance shows improvement over the previous year and the standard changed from 28 days to 21 days. (EQ=)	Andy Jeffries
Percentage of children added to the Child Protection Register within the last year who had been de-registered within the preceding two years	6%	-	-	-	The aim is to minimise but targets are not set as we must respond to need. Individuals are monitored on a monthly basis. (EQ=)	Andy Jeffries

Outcome SO3.3 - Looked after children are cared for and supported

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2014/14	2014/15		
Percentage of units/services achieving Care Commission inspection reports with average gradings of Good or better	86%	88%	89%	90%	Performance is for Young People's Centres, Residential, Secure and Fostering and Adoption services for financial year 2010/11. (EQ=)	Scott Dunbar
Number of available emergency foster placements	(2010/11) 8	10	12	12	Significant increase in recruitment for emergency carers for children aged 12 and over. (EQ=)	Scott Dunbar
Number of children per annum ceasing to be Looked After and Accommodated through adoption	(2010/11) 49	50	55	Maintain at 55	(EQ=)	Scott Dunbar
Percentage of Looked After and Accommodated Children's Reviews taking place within statutory timescales	81%	85%	90%	95%	The aim is to sustain the significant improvement already made in the performance for this indicator (62% in 2010/11) (EQ=)	Andy Jeffries
Percentage of children placed in full time foster care with City of Edinburgh Council foster carers	57%	65%	67%	70%	57% is the figure as at end of March 2012. Ability to meet the challenging targets is dependent on the success of the recent recruitment drive and future demand for places. (EQ=)	Scott Dunbar
Percentage of formerly looked after children with pathway co-ordinators	(2010/11) 43%	55%	57%	60%	(EQ=)	Scott Dunbar
Percentage of formerly looked after children with pathway plans	(2010/11) 9%	55%	57%	60%	The definition of this measure is being reviewed to ensure that a more accurate position is captured. Currently this is recorded as at the point of ceasing to be Looked After. Targets relate directly to the targets for pathway co-ordinators. Every child with a co-ordinator should have a pathway plan in place. (EQ=)	Scott Dunbar
Percentage of those eligible receiving aftercare services	(2010/11) 82%	85%	Maintain at 85%	Maintain at 85%	Performance is higher than the national average of 70%. (EQ=)	Scott Dunbar

Outcome SO3.4 - Looked after children have improved outcomes

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of half days school attendance for Looked After Children	(2009/10) 88.6%	To be developed	To be developed	To be developed	Targets are under development and will be completed once fuller trend information is available and the first review of the Corporate Parenting Action Plan has taken place. Latest performance data from the Scottish Government publication 'Educational Outcomes of Looked After Children'. The June 2011 publication set the baseline and the next report is due in June 2012.	Alistair Gaw
Rate of exclusion for Looked After Children (per 1,000 population)	(2009/10) 303	To be developed	To be developed	To be developed	As above	Alistair Gaw
Average tariff score for Looked After Children	(2009/10) 78	To be developed	To be developed	To be developed	As above	Alistair Gaw
Percentage of Looked After Children entering a positive destination on leaving school	(2009/10 leavers) 65%	To be developed	To be developed	To be developed	As above	Alistair Gaw

Outcome SO3.5 - Children and young people with disabilities and their families are supported

Indicator	Current Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of (those assessed) children receiving a service (includes attending youth club, day services, residential short breaks and direct payments) funded by SCYP	79%	Maintain at 79%	Maintain at 79%	Maintain at 79%	Target is to maintain due to no additional funds. Note that other services funded from other sources such as voluntary and private sector are available. (EQ=)	Carol Chalmers
Percentage of Section 23s assessed	57.5%	Progress towards 75%	Progress towards 75%	75%	Under section 23-24 of the Children (Scotland) Act 1995 the Council has a duty, when asked, to assess the needs of a child or young person affected by disabilities and the carer's ability to provide care for them. (EQ=)	Carol Chalmers

Indicator	Current Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of overnight respite nights not in care home	(2010/11) 37%	45%	Maintain at 45%	Maintain at 45%	This indicator follows the definition of the former Audit Scotland Statutory Performance Indicator (EQ=)	Carol Chalmers
Percentage of children receiving day care service	79%	Maintain at 79%	Maintain at 79%	Maintain at 79%	(EQ=)	Carol Chalmers
Number of families accessing direct payments (self-directed care)	13	20	25	25	(EQ=)	Carol Chalmers
Percentage of Child and Family Centres with Occupational Therapist provision	50%	Maintain at 50%	Maintain at 50%	Maintain at 50%	Two Occupational Therapist staff currently support this work.	Carol Chalmers

Supporting strategies, projects and programmes

Ref	Key Projects/ Initiatives / Approaches	Lead
3.1	Deliver the Capital Coalition Agreement and Commitments through co-operative approaches.	All managers
3.2	Mainstream the Getting It Right for Every Child core components across all our services.	Lynne Porteous
3.3	Support Children in Need to prevent the need for compulsory measures of supervision.	Andy Jeffries
3.4	Improve support to Looked After Children at Home.	Andy Jeffries
3.5	Increase the number of Looked After and Accommodated Children who are in Edinburgh placements, including kinship care.	Andy Jeffries
3.6	Deliver the Corporate Parenting Action Plan.	Alistair Gaw
3.7	Review the Child Protection Improvement Plan. Implement the Child Protection and SWIA improvement plans.	Alistair Gaw
3.8	Increase capacity in Social Care Direct/SWIFT to ensure that child concerns not meeting threshold for social work intervention are routed to the named person or lead professional.	Andy Jeffries
3.9	Develop mechanisms to ensure information on Young Carers is recorded in an accurate and timely way and appropriate actions identified and implemented in line with Getting it Right for Every Child. Implement 'Supporting Edinburgh's Parents and Carers – A framework for action'.	Donny Scott
3.10	Implement the actions contained within the Services for Looked After and Accommodated Children Improvement Plan.	Scott Dunbar
3.11	Implement the actions in the Through Care After Care Review Action Plan.	Scott Dunbar
3.12	Deliver the Early Years Change Fund Action Plan.	Alistair Gaw
3.13	Develop key performance indicators to help monitor progress on the Services for Looked After and Accommodated Children Improvement Plan, including measures for pathway plans and planned permanent placements.	Scott Dunbar
3.14	Implement the City of Edinburgh Council Adoption Plan.	Scott Dunbar

3.15	Deliver disability service improvements.	Carol Chalmers
3.16	Continue to improve recording in SWIFT to support measurement of progress against strategic objectives and priorities.	Mary McIntosh
3.17	Improve waiting times for occupational therapy assessments.	Carol Chalmers
3.18	Implement Additional Support for Learning Improvement Plan.	Martin Vallely
3.19	Implement the Integrated Literacy Strategy for lowest attaining pupils.	Martin Vallely
3.20	Implement the recommendations of the Social, Emotional and Behavioural Needs (SEBN) Review.	Martin Vallely
3.21	Ensure educational work with parents and carers is recognised as a priority to be developed; further develop Family Learning approaches to support children's learning; support parents' learning through targeted literacy and numeracy work; increase youth work participation by Looked After Children.	Maria Gray

SO4 - Our children and young people are physically and emotionally healthy

All children and young people are entitled to local and timely access to high quality health information, support and services that maximise their opportunities to live longer, healthier lives; develop affirming and positive relationships and enjoy good emotional and mental health.

We want to provide support, services and resources that enable and equip children and young people to make healthy lifestyle choices and reduce exposure to, and therefore the negative impacts of, risky behaviours such as obesity, unsafe sex, unintended pregnancy, smoking and substance misuse.

Priority – Improve health outcomes for children, including healthy weight, sexual health, emotional health and wellbeing and drug and alcohol misuse.

Outcome SO4.1 - Children and young people are healthy

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of staffed Community Centres accredited as Health Promoting	40% Bronze	100% Bronze, 40% Silver	100% Silver, 40% Gold	100% Gold	Bronze = Engaging, Silver = Embedding, Gold = Sustaining. Taken from 'Health Promoting Establishments Framework'.	Maria Gray
Percentage of residential services accredited as Health Promoting	90% Level 1	100% Level 1	60% Level 2	100% Level 2	Level 1 = Engaging, Level 2 = Embedding, Level 3 = Sustaining. Taken from 'Health Promoting Units Guidance'.	Scott Dunbar
Percentage of primary schools delivering 2 hours quality curriculum PE (P1 to P7)	80%	Progress towards 100%	100%	100%	Note that the definition has been changed to '2 periods' to '2 hours' of PE.	Karen Prophet Robin Yellowlees
Percentage of secondary schools delivering 2 periods quality curriculum PE (S1 to S4)	70%	Progress towards 100%	100%	100%		
Percentage of special schools delivering 2 hours quality curriculum PE (averaged across school)	Secondary 67% Primary 57%	100%	100%	100%	Work to maximise the PE opportunities within special schools will continue. Creative use of community resources will also be pursued to ensure learners receive as near to the target as possible.	Rosie Wilson Robin Yellowlees
Percentage of pupils participating in Active Schools activities – primary	(2009/10) 29%	39%	44%	48%	All schools offer an Active Schools programme.	Robin Yellowlees

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of pupils participating in Active Schools activities – secondary	(2009/10) 32%	34%	36%	38%		
Percentage of athletes in Sports Academies to achieve selection to East of Scotland or national squads	80%	82%	83%	85%		Robin Yellowlees
Percentage of P7 pupils achieving swimming level C5	55%	71%	tbc	tbc	Level C5 – confident swimmer. Later targets are dependent on Scottish Government top up funding.	Robin Yellowlees
Percentage of primary schools with over 30% Free School Meal with breakfast clubs	60%	70%	75%	80%	Breakfast clubs are currently provided in partnership with Aegon/Hearts FC and NHS and their provision is dependent on continued funding. The schools with over 30% Free Meal Entitlement are calculated each year which means the baseline will change year on year. (EQ=)	Jane Ramage
Percentage P1 to P3 pupils receiving a nutritious free meal	20%	20%	20%	20%		Billy MacIntyre

Outcome SO4.2 - Young people make health protective choices in relation to food, substance use and relationships

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of Children and Families staff trained in Alcohol Brief Interventions (ABI) reporting use of ABIs in their work with young people	-	75%	80%	90%	No data as yet as the programme has been newly introduced. Baseline to be established.	Michelle Rogers
Percentage of girls (S2 to S4) who are regular smokers	9%	-	-	7%	Data taken from Scottish Schools Adolescent Lifestyle and Substance Use Survey 2010. Data is only available at the local level every 4 years. Work is ongoing to source more timeous data in the future. Performance improved from 2006 when it was 11%.	Lynne Porteous

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of boys (S2 to S4) who are regular smokers	7%	-	-	5%	See note above. Performance remained steady at 7%.	
Percentage of 13 year olds drinking once a week or more	5%	-	-	4%	See note above. Performance improved from 2006 when it was 8%.	
Percentage of 15 year olds drinking once a week or more	18%	-	-	15%	See note above. Performance improved from 2006 when it was 32%.	
Percentage of 13 year olds who have used or taken drugs in the previous month	3%	-	-	1%	See note above. Performance remained steady at 3%.	
Percentage of 15 year olds who have used or taken drugs in the previous month	11%	-	-	10%	See note above. Performance improved from 2006 when it was 15%.	

Outcome SO4.3 - Children have increased resilience and wellbeing

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of S5 pupils feeling more confident about being able to have a healthy sex life at a time that is appropriate	88%	88%	88%	88%	Response to statement 'I am more confident about being able to have a healthy sex life at a time that is appropriate' asked to evaluate the effectiveness of the training provided. The aim is to maintain the current high level.	John Nicholls
Percentage of primary children who say they can usually work out a way to deal with a problem	77.1%	76%	78%	80%	67 primary schools used the Growing Confidence survey in 2011/12 as part of the mainstreaming of this important programme.	Patricia Santelices
Percentage of primary children who ask for help when they need it	87.9%	88%	89%	90%		
Percentage of primary children who feel they have lots to be proud of	82.2%	83%	84%	85%		

Supporting strategies, projects and programmes

Ref	Key Projects/ Initiatives / Approaches	Lead
4.1	Deliver the Capital Coalition Agreement and Commitments through co-operative approaches.	All managers
4.2	Mainstream the Getting It Right for Every Child core components across all our services.	Lynne Porteous
4.3	Continue to promote and monitor the provision of quality PE in all our schools; and continue support to the Active Schools Programme. Support and challenge schools to achieve the provision of 2 hours PE for pupils by session 2012/13.	Robin Yellowlees Karen Prophet Rosie Wilson
4.4	Increase the number of schools experiencing residential outdoor learning at our Outdoor Centres at Benmore and Lagganlia and in particular to support the Primary Schools with Positive Action status experience outdoor learning in these settings.	Robin Yellowlees
4.5	Work in partnership with NHS Lothian by contributing to actions to reduce childhood obesity as part of the Lothian Child Healthy Weight Strategy including promoting the 'Get Going' programme for specific children.	Lynne Porteous
4.6	Working with local partners to reduce the number of children with poor dental health. Support Childsmile Campaign to improve oral health.	Lynne Porteous
4.7	Continue to implement Scottish Government's requirement to provide free school meals to 20% of pupils (in accordance with Scottish Government guidance).	Billy MacIntyre
4.8	Develop health and wellbeing questionnaire for young people in secondary schools using learning and expertise from Growing Confidence and other national survey material (e.g. SALSUS).	Lynne Porteous
4.9	Deliver pilot Risk Taking Behaviour (RTB) seminar programme to two secondary schools during 2012/13. Complete and evaluate pilot training in RTB for 12 CLD Youth and Community workers and report with recommendations for subsequent work. A partnership approach using logic modelling will be undertaken to support development of an RTB action plan for Children and Families.	Lynne Porteous / John Nicholl
4.10	Deliver Edinburgh Alcohol and Drug Partnership Children and Families Action Plan in partnership with EADP, NHS Lothian, Police and voluntary sector. Implement recommendations of EADP needs assessments of Young People's Substance Misuse Services and Services for Children Affected by Parental Substance Misuse and commission or develop services accordingly. Develop evaluation framework for joint Children and Families/EADP Alcohol Drugs and Commissioning Plan.	Lynne Porteous / Michelle Rogers
4.11	Implement Curriculum for Excellence outcomes and experiences relating to substance misuse in schools. Identify workforce development needs in relation to substance misuse and provide training programmes as appropriate to address these.	Lynne Porteous / Michelle Rogers
4.12	Ensure provision of a range of programmes to support healthy choices and behaviours and challenge bullying and prejudice, such as Respect, Keeping Myself Safe and Living and Growing.	Lynne Porteous
4.13	Continue to build on Growing Confidence, mainstream core activity and develop secondary school approaches.	Patricia Santelices
4.14	Develop understanding of health and wellbeing across learning experiences and outcomes within Curriculum for Excellence for CLD.	Maria Gray

SO5 - Our children and young people are safe from harm or fear of harm, and do not harm others within their communities

Without safety it is impossible to achieve all other aspirations for our children, young people and families. When young people behave antisocially we are concerned both for the community and individuals affected and for the offending young person. We work closely with the Police, and other Council services to get the right help to the young person and his or her family, with a referral to the Children's Reporter when that is necessary. Domestic abuse of one parent by another impacts powerfully on children and young people. Our work with perpetrators is combined with support to keep everybody in the family safe.

Outcome SO5.1 - There is a reduction in the number of young children and young people who offend

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Number of children referred to Scottish Children's Reporter Administration (SCRA) on offence grounds	(2010/11) 355	340	330	325		Donny Scott
Percentage of young people exiting the Youth Offending Service who do not re-enter the Youth Offending system or the Criminal Justice Service within 2 years	68%	70%	71%	72%	Latest performance data is for clients ceasing involvement with the Youth Offending Service (YOS) between April 2009 and March 2010 and re-referred to the YOS or referred to the Criminal Justice Service within two years. Tentative targets have been set and will be reviewed once further trend information is available.	Donny Scott
Number of young people (age 12+) referred to the Reporter on offence grounds on 5+ occasions in the previous 6 months	14	25	25	25	Latest performance data is from monthly reports from SCRA. Latest information from March 2012. The latest information is half of the previous performance. Monitoring of re-offending using this definition is in its infancy and targets will be reviewed once trend information is available.	Donny Scott

Outcome SO5.2 - Children are safe from harm and fear of harm

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of S2 pupils who said their school was good or fairly good at dealing with bullying	73%	83%	93%	100%	(EQ=)	Diana Dodd
Percentage of secondary pupils who said that they have adults in schools they can speak to if they are upset or worried about something	81%	91%	100%	100%		Karen Prophet
Percentage of primary pupils who said that they would talk to an adult if they were very worried	74%	84%	94%	100%		Karen Prophet
Percentage of secondary pupils who said they feel safe and cared for in school	75%	85%	95%	100%		Karen Prophet
Percentage of primary pupils who said they feel safe at school	74%	85%	95%	100%		Karen Prophet
Number of men perpetrators of domestic abuse attending the Working With Men (WWM) programme during the year	35	45	60	60	(EQ=)	Donny Scott
Number of women partners of men associated with the WWM project receiving a service	22	35	45	45	(EQ=)	Donny Scott

Supporting strategies, projects and programmes

Ref	Key Projects/ Initiatives / Approaches	Lead
5.1	Deliver the Capital Coalition Agreement and Commitments through co-operative approaches.	All managers
5.2	Mainstream the Getting It Right for Every Child core components across all our services.	Lynne Porteous
5.3	Work with Services for Communities and through the Neighbourhood Tasking and Co-ordination Groups to ensure early intervention with young people engaged in antisocial behaviour in order to reduce low level offending and reduce progression to persistent offending.	Donny Scott
5.4	Further develop measures and systems to effectively assess the reduction of young people going on to the adult system and the reduction in repeated offending, and establish systematic data collection and collation methods.	Donny Scott

5.5	Support families, children and young people in keeping safe in the community through family group conferencing and a range of supports from low level to 24/7 – through services such as Intensive Family Support Services and Integrated Community Support Service.	Donny Scott
5.6	Contribute to developing a comprehensive Edinburgh response to domestic abuse. This will contribute to Strategic Outcomes 1 through 5 for children affected by domestic abuse.	Donny Scott
5.7	Ensure continuing provision for a range of programmes such as Respect, Keeping Myself Safe, tackling Homophobia in Schools, Living and Growing and Wellbeing seminars to support healthy choices and behaviours and challenge bullying, prejudice, and hate crime.	Lynne Porteous Diana Dodd Karen Prophet
5.8	Promote a Children and Families policy to prevent and respond to bullying and prejudice. All schools will be provided with legal guidance on the Equalities Act 2010 which comes into force during 2011. All schools will also be provided with guidance on updating their own policies.	Diana Dodd

SO6 - Our children's and young people's outcomes are not undermined by poverty and inequality

Our aim in promoting social inclusion is to work with partners to increase opportunities and pathways to further learning and sustainable employment. As a result, those previously marginalised can, through their active engagement in learning, reduce dependency relationships and contribute effectively to their communities.

Priority Action – Increase the number of young people who enter and sustain positive destinations.

Capital Coalition Commitment – Establish city-wide childcare co-operatives for affordable childcare for working parents.

Capital Coalition Commitment – Further develop the Edinburgh Guarantee to improve work prospects for school leavers.

Outcome SO6.1 – School leavers enter positive, sustainable destinations

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of school leavers who go on to positive destinations	(2010/11 leavers) 87.4%	Equal national average (88.9% in 2010/11)	Equal national average	Exceed national average	Data is for leavers from 2010/11 school session from mainstream schools. (EQ=)	Karen Prophet
Percentage of school leavers who are in a follow-up positive destination	(2009/10 leavers) 83.1%	85.2%	Exceed national average	Exceed national average	Data is from the followup survey, sourced in the March following leaving mainstream school. Data for the followup of leavers from 2010/11 will be published on June 25 th . (EQ)	Karen Prophet
Percentage of looked after children receiving after care service who are economically active	(2010/11) 36%	40%	45%	50%	National performance was 36%. (EQ=)	Scott Dunbar

Outcome SO6.2 - Communities are strong and resilient where citizens are supported to make positive contributions

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Numbers of young people involved in 16+ non-formal learning	1,080	1,200	1,250	1,300	Includes school age and post school age participation towards employability, including PSD in CLD and partner provision.	Maria Gray
Numbers of young people supported by CLD to engage in Activity Agreements	150	150	150	150	This represents the constant total of young people involved - as individuals move on, others join the programme.	Maria Gray
Percentage of adults achieving all or part of their agreed learning goals	85%	88%	90%	95%	The total number of adult literacy and numeracy learners in 2010-11 was 2,524.	Maria Gray
Number of non-English speaking people receiving English language tuition	1,000	1,000	1,000	1,000	Seek to maintain levels within current budget. (EQ=)	Maria Gray
Number of adults participating in learning opportunities per week	17,073	17,500	17,500	17,500	(EQ=)	Maria Gray

Supporting strategies, projects and programmes

Ref	Key Projects/ Initiatives / Approaches	Lead
6.1	Deliver the Capital Coalition Agreement and Commitments through co-operative approaches.	All managers
6.2	Mainstream the Getting It Right for Every Child core components across all our services.	Lynne Porteous
6.3	Implement actions which are identified through the ongoing monitoring and delivery of the Outcomes and Action Plans for Equalities, Diversity and Human Rights Scheme so that matters relating to homophobia, racism, disability and all forms of discrimination are appropriately addressed.	Relevant officers with responsibility for addressing identified issue(s)
6.4	Increase youth work participation by Looked After Children.	Maria Gray
6.5	Increase number of adult learners gaining accreditation.	Maria Gray
6.6	Deliver 16+ learning choices, and increase vocational curriculum accredited courses. Continue to work with those young people identified as at risk of entering a negative destination and provide the most appropriate support towards a positive destination, including Activity Agreements.	Karen Prophet
6.7	Deliver the Edinburgh Guarantee	Karen Prophet

SO7 - Providing quality services and making best use of our resources

This strategic outcome, rather than focussing directly on outcomes for children and young people, aims to ensure that we make the best use of our resources in order to effectively support work towards outcomes. This strategic outcome aligns closely with the Council aim to 'be an effective and efficient organisation'.

Capital Coalition Commitment – Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools.

Capital Coalition Commitment – Draw up a long-term strategic plan to tackle both over-crowding and under use in schools.

Outcome SO7.1 – Children and Families has sustainable financial plans

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Revenue outturn as a % of the annual budget	100%	100%	100%	100%	At month eight (the latest reported position), the projected out turn for the Children and Families department is a balanced position. The final outturn position will be reported to full Council in June.	Billy MacIntyre
Capital outturn as a % of the annual budget	100%	100%	100%	100%	See note above.	Billy MacIntyre

Outcome SO7.2 – Children and Families deliver service priorities and improvements through a skilled, targeted and effective workforce

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of staff receiving Professional/Performance Review and Development	89%	100% of staff in Grades 5-12	Maintain 100%	Maintain 100%	Data shows 89% of staff in grades 5-12 had PRDs completed to the required standard by the time of the review process in November 2011. These staff had a date recorded, competency level and objectives set.	Gillian Hunt

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of private sector and voluntary sector early years and childcare workers who meet SSSC requirements	(2010/11) 89%	Maintain at 89%	Maintain at 89%	Maintain at 89%	Previous target of 85% has been surpassed. Target now is to maintain at 89% to reflect annual turnover of staff. 100% of Local Authority staff are qualified.	Aileen Mclean Gillian Hunt
Percentage of days lost due to staff sickness absence across Children and Families	3.72%	To be set	To be set	To be set	Further targets will be set following analysis and discussion with Heads of Service.	Andy Gray
Percentage of days lost due to staff sickness absence for teaching staff	3.24%	To be set	To be set	To be set	Information published by Audit Scotland showed the average number of days lost for teachers improved by 15% from 7.4 6.3 days in the last two years. Further targets will be set following analysis and discussion with Heads of Service.	David Wright

Outcome SO7.3 – Provision of a high quality service through effective risk management and planning informed by user feedback

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of risk registers in place at the strategic level	100%	100%	100%	100%	Further development of operational level Risk Registers taken place during 2011/12. Development of establishment level risk registers being undertaken from March 2012.	Nancy Henderson
Level of Risk Management maturity	(2009) Level 2	Level 3	Progress towards Level 4	Level 4	Level 2 = Risk Aware, Level 3 = Risk Defined, Level 4 = Risk Managed. No schedule for assessment is in place.	Nancy Henderson
Percentage of team plans in place across central services	98%	100%	100%	100%		Ros Sutherland
Number of young people participating in Youth Issues Forum	114	125	150	150		Nancy Henderson
Percentage of parents/carers satisfied with their school	91%	94%	97%	100%	Data taken from the survey of parents /carers from the question 'Overall, I am happy with the school'.	David Wright Karen Prophet Rosie Wilson

Outcome SO7.4 – Provision of a high quality, efficient school estate

Indicator	Latest Performance	Targets			Note	Lead
		2012/13	2013/14	2014/15		
Percentage of primary school condition assessed at Level A or B	98%	98%	98%	98%	Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration'. Target is to maintain at the high level. National average is 81%.	Billy MacIntyre
Percentage of secondary school condition assessed at Level A or B	87%	87%	91%	91%	See above note. National average is 84%. The targets are based on an assumption that the Portobello rebuild will be complete in January 2014 when performance should increase to 91%.	Billy MacIntyre
Percentage of special school condition assessed at Level A or B	100%	100%	100%	100%	See above note. National average is 66%.	Billy MacIntyre
Percentage of primary schools with an occupancy rate of between 75% and 100%	59%	70%	80%	90%	National average is 39%.	Billy MacIntyre
Percentage of secondary schools with an occupancy rate of between 75% and 100%	61%	68%	75%	80%	National average is 63%.	Billy MacIntyre

Supporting strategies, projects and programmes

Ref	Key Projects/ Initiatives / Approaches	Lead
7.1	Deliver the Capital Coalition Agreement and Commitments through co-operative approaches.	All managers
7.2	Continue the approach to budget planning, monitoring and managing budget related risks.	Billy MacIntyre
7.3	Continue to deliver the Children and Families Asset Management Plan which considers sufficiency of school provision aligned to need; suitability of provision in terms of ensuring buildings are effective for learning and are flexible and adaptive to respond to educational development; condition of provision so planned maintenance is targeted to priorities.	Lindsay Glasgow
7.4	Deliver the agreed Children and Families Capital Investment Programme including the new Portobello, James Gillespie's and Boroughmuir High Schools	Billy MacIntyre
7.5	Deliver ICT in new schools, redesign ICT infrastructure in schools and community centres, complete service redesign and provide Community Learning and Development class booking system.	Len Timson

7.6	Ensure clear line of connection ('golden thread') between national, strategic and local planning and local priorities. Extend programme of team plans and performance monitoring through the use of scorecards.	Karen Brannen
7.7	Continue to embed robust, outcome-focussed self-evaluation and team planning and ensure that clear plans are in place to address the identified areas for improvement; ensure that the process of self-evaluation continues to contribute to Children and Families' understanding of how we are performing against our strategic outcomes and improvement priorities; support and manage the Children and Families' engagement in Validated Self-Evaluation.	Ros Sutherland
7.8	Respond to inspection, regulation and review findings.	All managers of relevant services, schools and units
7.9	Deliver the People Plan.	Gillian Hunt
7.10	Service Specific Commissioning Plans for 5 years to be developed for each area and completed by September 2012.	Nancy Henderson
7.11	Progress improvement plans and approaches so that Children and Families achieves Customer Service Excellence.	Nancy Henderson
7.12	Promote and undertake annual service user engagement survey programme, promote parental engagement in education and continue LAC service user group to inform service provision. Ensure feedback informs and drives service improvement.	Nancy Henderson Moyra Wilson Neil Bruce
7.13	Increase young people's volunteering hours in CLD. Source baseline and set targets.	Maria Gray

Delivering Continuous Improvement

Committed to Continuous Improvement

Children and Families is committed to continuous improvement and has a number of supporting strategies to ensure this remains a key issue for all staff. This section provides further details of some of the internal and external evaluations which we are subject to, as well as some of the key performance management activity.

Performance

Key aspects of the service are monitored and reported on a regular basis, in accordance with the Performance Improvement Framework, to Council Management Team and the Education, Children and Families Committee.

Children and Families has implemented a number of performance management processes in line with its Performance Improvement Framework. Key aspects of the service are regularly monitored and reported, in accordance with this framework.

The Children and Families Senior Management Team holds a monthly meeting which focuses on aspects of performance. Key to this meeting is the rolling programme of reporting on key aspects of the service which consider the three self-evaluation questions: How are we doing? What's working well? and What else do we need to do?

A focus on using performance information to inform team planning has ensured each service area considers aspects of performance on a regular basis although work remains to fully embed consistent processes across and throughout Children and Families. Performance information is used as a matter of course to inform key

areas for improvement within the Service Plan and Integrated Children and Young People's Plan.

We publish two key performance reports: An annual report on progress on the previous service plan which details performance on each indicator within the plan, and a Standards and Quality report which gives further detail on progress including areas of good practice and key aspects of scrutiny and self-evaluation results.

External Scrutiny and Audit

Almost all services in Children and Families are subject to external regulation such as that provided by Education Scotland, the Care Inspectorate and Audit Scotland.

External Scrutiny

Education Scotland inspects the quality of education in a sample of pre-school centres, primary schools, secondary schools, special schools, community learning and development services and residential educational provision. Inspectors also support schools and centres to improve.

Education Scotland provides an external evaluation of the effectiveness of the local authority in its quality assurance of educational provision through Validated Self-evaluation (VSE).

The Care Inspectorate regulates and inspects care, social work and child protection services so that vulnerable people are safe, the quality of these services improves and people know the standards they have a right to expect.

Both Education Scotland and the Care Inspectorate report publicly on the quality of the services they inspect.

Inspections by Education Scotland

Analysis of recent inspections shows that, in almost all schools inspected, the climate for learning is a major strength. Other strengths included:

- In most primary and secondary schools, the curriculum was identified as good or very good.
- In most primary and secondary schools, learners' experiences were considered to be good or very good.
- In almost all primary schools inspected improvements in performance was identified as good or very good.
- In both primary and secondary there has been an improving trend over the last four years in schools effectively meeting learning needs.
- In almost all primary schools which were inspected a high capacity for improvement was identified.
- A suitably broad range of well-planned courses and programmes were provided for pupils in secondary schools and primary pupils experienced a broad, balanced curriculum.
- All schools are engaged in developing the curriculum in line with Curriculum for Excellence.

Areas for improvement included:

- In most primary, secondary and special schools there was a need to further develop the impact of self-evaluation procedures.

Although significant progress against almost all the areas for development has already been made by all the schools concerned, the challenge, as an authority, is to improve the number of excellent evaluations obtained in inspections in primary, secondary and special schools.

Analysis of recent inspections shows that in the learning communities inspected the significant strengths included:

- Community learning and development partners make a significant impact on learners' lives in a community with high levels of deprivation.
- The collective commitment amongst CLD partners to raising aspirations.
- Active, well-managed community organisations.
- Staff and volunteers who inspire learners to achieve.
- Effective partnerships.

Areas for improvement included:

- More systematic and collective approaches to planning to meet the needs of disadvantaged learners;
- Develop joint self-evaluation for shared improvement with partners including the schools;

Education Scotland and Care Commission Integrated Inspections

Analysis of recent inspections shows that in nursery schools and classes, and partner provider centres the significant strengths remain:

- The happy confident children
- The very effective teamwork by staff
- The successful partnerships with parents and the wider community
- The welcoming ethos of the centres

The areas for improvement included:

- The need to develop more rigorous procedures for monitoring and evaluation to support improvement.
- The need to further involve children in their learning and provide appropriate and challenging learning experiences to meet their needs.

In all cases, Children and Families takes account of the areas for improvement arising from inspections with a view to supporting and challenging teams and establishments to ensure these areas are prioritised and acted on.

Audit Scotland

In addition to the above, Audit Scotland brings together representatives of various scrutiny bodies in a systematic way with the common aims of joint scrutiny scheduling and planning, shared risk assessment (SRA), and the delivery of a single corporate assessment. Both Education Scotland and The Care Inspectorate use information gathered from establishment and service-level inspections to inform this process.

Scrutiny of the Education Psychology Service is now a part of the SRA process, with evidence about the Education Psychology Service fed in to the Council's Assurance and Improvement Plan (AIP).

The AIP identifies that there have been significant improvements in the quality of the Education Psychology Service identified in the follow through inspection (March 2012). The AIP also states that the performance indicators for children and families are generally positive and the need for further improvement in the percentage of children who are looked after at home, identified by the Council's own monitoring process, will be addressed through the

implementation of the Getting it Right for Every Child early intervention approach.

Self-Evaluation for Improvement

The focus of our self-evaluation activity is to plan for improvement in order to make a positive difference in the lives of the people engaged in our services.

Outcome-focussed self-evaluation is increasingly well embedded across Children and Families. Centres, teams and schools are all involved in processes of self-evaluation and these continue to contribute to the Service's understanding of how it is performing against its strategic objectives and its improvement priorities. Self-evaluation is central to maintaining quality and to the pursuit of excellence. It is complementary to the wide range of external scrutiny arrangements currently operating across the Service.

The Self-evaluation Strategic Group continues with their three-year plan focusing on cross service themes including literacy, the lowest achieving pupils, transitions and health and wellbeing. The existing processes of self-evaluation, team planning and standards and quality reporting, alongside performance management systems and frameworks, are, and will continue to be, core to the strategic evidence gathering process.

Service user engagement

Children and Families gathers service user feedback in a range of ways, cross-Council and more targeted.

Pupils and parents/carers are surveyed on an annual basis. More than 11,000 primary pupils have completed the Growing Confidence Pupil Wellbeing Questionnaire and a further 3,300 secondary pupils have completed the 'About your school – views of pupils' survey. Almost 2,500 people took part in the parent/carers survey. Each school receives a report of the views of its pupils and

parents/carers. These views inform the development of school improvement plans. Responses are also collated and reported on a citywide basis and feedback informs the identification of priorities and areas for improvement. These have been incorporated into the plan.

The Young People in Care Council was convened in October 2010 and has made valuable contributions to service reviews, self-evaluation and recruitment. This dynamic group will continue to develop and promote the views of young people who are looked after by the City of Edinburgh.

Surveys are examined, wherever possible, to explore if there are significant differences in terms of gender, ability/disability, ethnic background and entitlement to Free School Meals.

As part of our work towards achieving Customer Service Excellence, we are becoming more systematic in seeking feedback from customers – internal and external; voluntary and ‘involuntary’ – and using it to plan service improvements.

Staff Surveys

As well as carrying out staff surveys of our own staff, we scrutinise our own performance in Council-wide staff surveys. The most recent survey was the Children and Families Employee Survey in 2011. The Council-wide survey is being carried by Ipsos MORI during April to June 2012. Results from all surveys help to inform our objectives.

Further Information

Risk Management

At its assessment in 2009, Children and Families was noted by Internal Audit as being risk aware. Continuing progress has been made. Work has been undertaken to embed Enterprise Risk Management at service level through risk workshops and individual meetings with senior managers. Risk registers are updated regularly at departmental level. Covalent is used by Children and Families to manage and administer risk register information. Plans are to embed Enterprise Risk Management throughout teams and establishments in the forthcoming months.

Enterprise Risk Management allows us to regularly assess, monitor, manage, control and plan around risks, using the methodology as an effective improvement tool.

Equalities, Diversity and Human Rights

Equality, diversity and children's rights are imbued throughout the Service Plan. The Equalities Act 2010 widened the number of characteristics or 'equalities strands' to include disability, race, gender, sexual orientation, faith, age, pregnancy, gender reassignment and marriage/civil partnerships. Looked After Children, young carers and families in areas of multiple deprivation are also considered as equalities groups. Management arrangements for equalities in Children and Families are through the Equalities Monitoring and Implementation Group with six-monthly reviews by Heads of Service. This work is supported by a Principal Officer Equalities.

Equalities Relevance Checks and Impact Assessments

Relevance checks are carried out on all reports going to Council Committees as well as major service reviews and budget decisions. Where the check highlights a possible significant negative impact on any equalities group, an Equalities Impact Assessment is carried out. The main area of business where equalities impact assessments are carried out is in relation to proposed budgetary savings.

Other Supporting Plans

The key relevant plans for Children and Families are the Integrated Children and Young People's Plan and the Single Outcome Agreement.

We would be pleased to receive your comments and feedback on this plan. Please send them to:

Karen Brannen
Performance Manager
Children and Families
City of Edinburgh Council
Waverley Court, Business Centre 1.4
4 East Market Street
Edinburgh, EH8 8BG
Tel: 0131 469 3494
e-mail: Karen.Brannen@edinburgh.gov.uk



HAPPY TO TRANSLATE

ترجمے کے لئے حاضر آনندےر সঙ্গে অনুবাদ করব

يسعدنا توفير الترجمة MOŻEMY PRZETŁUMACZYĆ 很樂意翻譯

You can get this document on tape, in Braille, large print and various computer formats if you ask us. Please contact Karen Brannen on the number opposite for a reference number. The ITS (0131 242 8181) can give information on community language translation.

School Session Dates 2013/14

Education, Children and Families Committee

21 June 2012

1 Purpose of report

1.1 This report seeks Committee approval for the School Session Dates for 2013/14.

2 Summary

2.1 The annual consultation took place with the following:

- Parent Council Chairs (asking them to consult with parents)
- Head Teachers (asking them to consult with all staff)
- School Business Managers
- Local Negotiating Committee for Teachers (LNCT)
- Edinburgh Chamber of Commerce
- UNISON
- Consultative Committee with Parents

2.2 Consultation took place via the web. There were 58 responses as follows:

Parents	28
School staff/Head Teacher	22
Parent Councils	6
LNCT	1
Secondary Head Teachers Association	1

2.3 Summary of Responses

LNCT

2.4 One amendment proposed – to move the February week commencing on 7 February to commence on 14 February to make two equal blocks of teaching time between Christmas and Easter. This proposal has been accepted.

Secondary Head Teachers Association

- 2.5 Unanimous feeling was that In Service Day on 5 June should be avoided as this would impact adversely on attendance in secondary schools. Preference is for In Service Days to follow Monday Holidays.

August/ Summer Break

- 2.6 There were 21 were in favour of a longer Summer break.

Christmas

- 2.7 There were five who felt that the break should be closer to Christmas Day, one felt break too close to Christmas Day, one wanted a week longer at Christmas and one was happy with break.

February

- 2.8 Three felt a week is too long and disrupts SQA exam preparations.

In-Service Days

- 2.9 Nine preferred May to June, one Easter to June and four felt pupils would not engage properly with lessons on the Friday or stay off.
- 2.10 Two felt that schools should not be closed for In Service Days.

General

- 2.11 Seven respondents were happy with the draft dates and one asked for National Bank Holidays to be taken as holidays.

3 Main report

The City of Edinburgh Council Criteria

- 3.1 The following are recognised wherever possible:
- Session to end before the beginning of the Trades Holiday, normally the first Saturday in July.
 - Two In-Service days for staff at the beginning of the session.
 - Provision for local holidays
 - A one week break during the third week in October (ie the week preceding the last Thursday in October)
 - Two full weeks' holiday at Christmas
 - Date of SQA examinations
 - First two weeks in April for Spring Break

Break down by days

- 3.1 Break down by days of the week is as follows: Staff days are shown in brackets

Monday	Tuesday	Wednesday	Thursday	Friday	Total
33 (36)	39 (40)	40 (40)	39 (40)	39 (39)	Pupils 190 Staff 195

In-Service Days on Polling Days

- 3.3 A report on the Statutory Review of Polling Districts and Places was submitted to the City of Edinburgh Council on 18 November 2010.
- 3.4 One of the recommendations was to ‘agree to the designation of a staff In-Service training day in all City of Edinburgh primary schools on polling days for fixed term elections, where the dates are known well in advance, subject to further discussion with the Director of Children and Families’.
- 3.5 While it is primary schools which are mainly used as polling stations, it was proposed that all schools (secondary, primary, special and nursery) would close to pupils on the following dates for In-Service days:
- Session 2013/14: 5 June 2014— European Elections
 - Session 2014/15: 7 May 2015— UK Parliamentary Elections.

Transition Days

- 3.6 A transition day programme has taken place annually in June in all secondary schools. This was discussed at the Secondary Head Teacher meeting in August 2008 and it was agreed that the dates should be formalised with the transition for all schools taking place on the Tuesday, Wednesday and Thursday of the penultimate week. It was noted that the programme would not necessarily be offered for three full days.
- 3.7 The transition days for 2014 would therefore be Tuesday 17, Wednesday 18 and Thursday 19 June 2014.

4 Financial Implications

- 4.1 There are no financial implications

5 Equalities Impact

- 5.1 There is no direct equalities impact arising from this report.

6 Environmental Impact

There are no environmental impacts arising from this report

7 Recommendations

- a) The Education, Children and Families Committee is asked to approve the Session dates 2013/14

Gillian Tee
Director of Children and Families

Appendices 1 Session dates

Contact/tel/Email Graham Douglas, Tel: 0131 469 3131
Email: Graham.douglas@edinburgh.gov.uk

Wards affected All

Single Outcome Agreement N/A

Background Papers None

School Session Dates 2013/14

Staff resume		Monday	12 August *	2013
Staff only		Tuesday	13 August *	2013
Pupils return		Wednesday	14 August	2013
Autumn Holiday	Schools closed	Monday	16 September	2013
All resume		Tuesday	17 September	2013
Mid-term	All break	Friday	11 October	2013
	Staff resume	Monday	21 October*	2013
	Pupils resume	Tuesday	22 October	2013
Term ends		Thursday	19 December	2013

Staff resume		Monday	6 January*	2014
Pupils resume		Tuesday	7 January	2014
Mid-term	All break	Friday	14 February	2014
	All resume	Monday	24 February	2014
Term ends		Friday	4 April	2014

The Easter break incorporates the following three holidays

Spring Holiday		Monday	14 April	2014
Good Friday		Friday	18 April	2014
Easter Monday		Monday	21 April	2014

All Resume		Tuesday	22 April	2014
May Day	Schools closed	Monday	5 May	2014
All resume		Tuesday	6 May	2014
Victoria Day	Schools closed	Monday	19 May	2014
All resume		Tuesday	20 May	2014
Staff Only		Thursday	5 June*	2014
All resume		Friday	6 June	2014
Term ends		Friday	27 June	2014

* Five In-Service days for all schools.

The above timetable allows for staff and pupil attendance as follows;

	Pupils	Staff
Term 1	85	88
Term 2	59	60
Term 3	46	47
Total	190	195

P7/S1 Transition Days – Tuesday 17 June, Wednesday 18 June and Thursday 19 June 2014.

The start date for session 2014/2015 for pupils has been provisionally identified as Wednesday 13 August 2014.

Commission on School Reforms: Call for Evidence

Education, Children and Families

21 June 2012

1 Purpose of report

The purpose of this report is to:

- 1.1 Inform Committee of the Commission on School Reform's call for written evidence;
- 1.2 Present the Children and Families' proposed response (Appendix 1) and request comments/amendments as appropriate.

2 Main report

- 2.1 The Commission on School Reform was set up by the Reform Scotland and the Centre for Scottish Public Policy to consider whether the school system in Scotland is meeting the present and future needs of young people and to make specific recommendations as to how things might be improved or areas that require further enquiry.
- 2.2 In an increasingly competitive global economy and at a time of difficult challenges, education is universally regarded as having a vital role to play in equipping Scotland to face these challenges. Education needs to improve, and continue improving, if it is to meet the country's present and future needs.
- 2.3 The Commission has four objectives:
 - i) To form a fair and objective view of Scotland's educational performance compared with what is provided elsewhere;
 - ii) To consider the challenges that Scottish education is likely to face in the next 50 years and how likely it is to meet those challenges;
 - iii) To identify any problems with the current school system in Scotland and try to analyse the root causes of them;
 - iv) To develop proposals that will enable young people, whatever their background, to fulfil their potential and meet the unprecedented challenges of the modern world.
- 2.4 In meeting these objectives, the Commission will consider key themes such as: standards within Scottish education; diversity within the Scottish school system; the governance structures of schools; quality assurance; funding; and, broad social factors affecting education.
- 2.5 The call for written evidence covers three main questions:

- What are the main challenges facing Scottish schools and how are they best addressed?
- Is Scottish education sufficiently ambitious? What should it do to ensure that it meets future challenges and remains internationally competitive?
- What are the outcomes for children and young people that we should hold as being most important?

2.6 The Children and Families' draft response is provided in Appendix 1 and has been developed through consultation with all Edinburgh head teachers. The key points in the response include:

- A strong commitment to implementing Curriculum for Excellence;
- Ensuring that all young people leave school into positive destinations in employment, education and training;
- Raising the attainment of the lowest achieving 20% of young people, including disaffected pupils;
- Maintaining staff morale and motivation against a background of change and uncertainty;
- The exponential growth in ICT and schools ability to respond to this, including the need for new teaching approaches;
- The role of schools in developing children's healthy lifestyles, including responses to concerns about children's mental health;
- The expectation of being able to do more with less in a time of economic constraint;
- The need to be more ambitious for, and challenging with, identified groups of young people;
- The need to improve engagement with parents.

3 Financial Implications

There are no financial implications.

4 Equalities Impact

4.1 The response highlights the need to improve outcomes for marginalised and vulnerable young people.

5 Environmental Impact

5.1 There is no environmental impact.

6 Recommendations

6.1 It is recommended that the Education, Children and Families Committee considers and either amends or agrees the response as attached at Appendix 1.

Appendices 1. Commission on School Reform: response to call for written evidence

Contact/tel/Email Gillian Tee, Director of Children and Families, 0131 469 3322,
Gillian.Tee@edinburgh.gov.uk

Wards affected All

Single Outcome Agreement

Background Papers

CITY OF EDINBURGH COUNCIL

Commission on School Reform

1. What are the main challenges facing Scottish schools and how are they best addressed?

(i) Implementation of Curriculum for Excellence

There is full support for Curriculum for Excellence and its potential to make a real difference to outcomes for children and young people in Scotland. The challenge is to ensure consistent and effective implementation in a way that secures:

- high quality teaching and learning in every classroom
- effective progression and transition from early years through primary and secondary to post school
- a broad and balanced education
- high standards of educational attainment which are internationally competitive
- educational outcomes which equip young people for lifelong learning and work

There is still a lack of understanding regarding philosophy and vision of CfE among some professionals and 'lay people' including parents, and wider community/public, employers.

The current pace of change in education is unprecedented and the context is one of reducing resources.

How are the challenges best addressed?

- shared understanding of what constitutes high quality teaching and learning
- strengthen monitoring of quality of teaching and learning in classrooms
- better engagement of parents in schools to improve parental confidence in CfE
- national benchmarks to assess progress in improving outcomes for children, particularly at primary and lower secondary and especially for literacy and numeracy though not just in relation to attainment
- strengthen arrangements for assessment, moderation and reporting to parents and share best practice
- strengthen ownership of CfE across all services e.g. employers, universities, college, community learning and development
- strengthen support for staff so there are opportunities for sharing standards and good practice within and between schools
- teacher engagement in extra curricular activities which keeps pupils engaged and brings parents into school
- empowered teachers who are confident and creative
- high quality teacher training ensuring that students without the necessary abilities are not able to progress to probation

- closer links between teacher training and authorities/schools
- Government/HMIE promotion of Curriculum for Excellence and support to realise
- its full potential including communication with parents
- peer sharing of classroom experiences so that it is owned by all staff
- clarity about national qualifications which are fit for purpose and have currency internationally
- ensuring mechanisms continue to be in place for in-school development and collaboration across schools/local authorities. Full implementation may take several years.

(ii) Ensuring that all young people leave school into positive destinations in education, employment or training.

How are the challenges best addressed?

- leadership and resources at a Government and Council level to ensure that school leavers are prioritised for opportunities in further and higher education, employment and training
- closer links between employers, colleges, universities and schools
- learning from examples of good practice e.g. Edinburgh Guarantee
- employers encouraged to support school leavers through jobs, internships, apprenticeships, work experience, mentoring
- improved information for young people about the opportunities available and for employers about how they can help
- positive destinations need to be appropriate and really meet young people's needs.

(iii) Raising the attainment of the lowest achieving 20% of young people including disaffected pupils

How are the challenges best addressed?

- CfE gives an opportunity to be really innovative for the lowest achieving 20%
- implement CfE with the focus on personalised learning and skills for life
- implement Getting it Right for Every Child with its focus on early identification and intervention, single assessment, single plan and lead professional
- whole system prioritisation to tackle the issue of drug and alcohol misuse in parents and young people
- strengthen support for children with emotional and behavioural needs in schools e.g. in-school learning, provision of nurture programmes, improving relationships, solution focussed/ restorative approaches
- strengthen joint agency support for schools to meet children's needs e.g. support services around each school cluster

- ensure whole Council and joint agency approach to tackle poverty and inequalities in areas of deprivation e.g. Total Place initiative
- more opportunities for multi-agency working but also clearer strategy within each agency so there is clarity for and empowerment of individual representatives.
- protect children from adverse impact of benefits reform
- strengthen multi agency arrangement to improve school attendance and reduce the need for exclusion
- strengthen support for children and families from prebirth through childhood e.g. including family nurse partnership, parenting, home-school links
- vocational curriculum development where skills for work have parity of esteem
- improved business links

(iv) Maintaining staff morale and motivation against a background of:

- changes to conditions of service
- changes to career pathways and progression/promotion
- retention and recruitment of staff

Need to nurture new, young staff who are real enthusiasts for CfE, active learning, ICT, innovative teaching and learning specialisms.

Leadership at all levels needs to be strengthened – not just for those with ‘promoted’ or ‘salaried’ responsibilities. Entry into the profession is all important in getting the right people.

- (v) The exponential growth in ICT and school ability to respond to this, including the need for new teaching approaches.
- (vi) The role of schools in developing children’s healthy lifestyles, including responses to concerns about children’s mental health.
- (vii) The expectation of being able to do more with less in a time of economic constraint.

2. Is Scottish education sufficiently ambitious? What should it do to ensure that it meets future challenges and remains internationally competitive?

Need to be realistic about the difficult economic context and fewer jobs.

There is some evidence that young people from other countries are more ambitious/motivated to make the most of educational opportunities, e.g. the value other countries place on PISA results.

There is a lack of national benchmark/assessment of standards of educational attainment, even basic literacy and numeracy skills, other than at the end of secondary school. There is a lack of national benchmarks for other non-attainment related measures of success.

We have not yet reduced the attainment gap.

Parental influences are really significant. Engagement with parents is crucial.

Some parents are not ambitious enough for their children e.g. persistent non attendance. Schools need more help with non-engaging parents.

We need to do more to ensure that education meets society's future challenges for economic development e.g. link between skills in schools and future patterns of employment/skills required by employers. Which languages should our children be learning?

Some children lack confidence or resilience to take risks, learn from failure, and understand that working hard makes a difference.

Awareness that prospects for current pupils are perhaps not encouraging – current levels of unemployment, graduates out of work, disappointed career prospects – how do we inspire and encourage families and pupils to value and engage in education?

Growing number of families where nurture and responsibility are becoming the schools' job. Similar social and economic uncertainties and stresses were prevalent in late 80s.

Cultural Expectations – bright pupils wanting to appear 'cool' – not to be 'engaging'.

Education is no longer seen as key to social mobility.

Technological society has had some negative effects – need to re-educate for healthy lifestyles.

Schools need to be able to do more to improve self-esteem and confidence of pupils – but this is rooted in positive family culture – schools cannot do it on their own.

3. What are the outcomes for children and young people that we should hold as being most important?

- all young people leaving school into positive destinations
- high standards of educational attainment on leaving school which compare well internationally
- high standards of language, literacy and numeracy
- positive health outcomes (living a healthy lifestyle, reduced drugs and alcohol misuse, fewer teenage pregnancies)
- successful learners with skills for work and lifelong learning
- confident individuals who are happy, motivated and resilient

- effective contributors who have good social and communication skills
- responsible citizens who respect the needs of others
- we need to be more ambitious about the potential use of ICT
- young people have a role in terms of their involvement in influencing these outcomes

The four capacities of CfE are the right outcomes and underpin everything.

Social Work Complaints Review Committee

Education, Children and Families Committee

21 June 2012

Purpose of Report

- 1 To refer to the Education, Children and Families Committee the recommendations of the Social Work Complaints Review Committee on consideration of a complaint against the Children and Families Department.

Main Report

- 2 Complaints Review Committees (CRCs) are established under the Social Work (Representations) Procedures (Scotland) Directions 1996 as the final stage of a comprehensive Client Complaints system. They require to be objective and independent in their review of responses to complaints. All members of the CRC are independent of the local authority.
- 3 The CRC met in private on 14 March 2012 to consider a complaint against the Children and Families Department. The meeting was chaired by Val Tudball. The other Committee members present were Gail Mainland and Linda Veitch. The complainants and Department representatives attended throughout.
- 4 The complainants were dissatisfied that the Council has misinformed them in regard to the adoption allowance paid on behalf of their daughter.
- 5 The complainant indicated that she and her husband had fostered their daughter, who had severe needs, for one year. At this stage they realised she would be unable to return to her family and had adopted her in 1995 when she was 5 years old. There had been no diagnosis given for her disabilities and the complainant indicated that her daughter was unable to speak, her legs were unable to bear any weight and she was not safe to be left on her own.
- 6 When the adoption had taken place the complainants had been advised that an adoption allowance would be available for them which would continue to be paid for as long as their daughter required full time care. The allowance had been paid for the following 16 years. During regular meetings which had taken place with the Department, the adoption allowance had been discussed but it had never been mentioned that it would stop. After their daughter's 21st birthday the allowance had stopped and on making enquiries in regard to this the complainants were advised that there would be no more allowance payments.

- 7 The complainant felt that they were being disadvantaged as she had ceased employment to care for her daughter and therefore had no salary or pension and that the consequences of the adoption had been huge.
- 8 The complainant indicated that she felt that she had not been overpaid any money for her daughter at the time of payments being made, as she had been attending Stevenson College on a part-time course. The 2009 Adoption Support Services and Allowances (Scotland) Regulations allowed the Council discretionary power to continue paying an adoption allowance beyond the age of 18, if the adopted person remained in full-time education or training. The complainant felt that the regulations had been applied too strictly and did not take account of those who needed long term care.
- 9 She indicated that if she had been made aware that the adoption allowance payments would stop, she would have been able to make contingencies for this and had an opportunity to investigate the options available to them.
- 10 The investigating officer commended the complainants on their commitment to their daughter. He explained that when the new regulations had come in to operation in 2009, a review of all adoption allowances had been carried out. A number of these had been identified as falling outwith the regulations, however, the Department had agreed to allow a number of them to continue until the client was 21 years of age.
- 11 He indicated that there was now an annual assessment of all adoption allowances and that this had been in place for 2 years. The Department of Health and Social Care had provided a high end package of care and did not have a mechanism to extend further payments.
- 12 The investigating officer agreed that a review of the complainant's case should have taken place at an earlier stage. He indicated that the allowance should have stopped when she reached the age of 18 but that the Department had agreed to allow it to continue until she was 21. He stressed that the Department had no authority to make exceptional payments to persons over the age of 21.
- 13 The complainant stressed that the Council had agreed that there had been a lack of communication and efficiency in dealing with the case. She felt that there was room for a broader interpretation of the Regulations as they did not appear to take account of people in her situation. She felt that they had been discriminated against because they had opted for adoption rather than continuing with foster care.
- 14 The investigating officer indicated that due to legislation they were unable to continue with payments to the complainants although they had offered the family additional support. He indicated that they could not be assessed as carers as they were her parents.

- 15 He expressed regret at the delay in communications and indicated that measures were now in place to ensure that this would not happen again.
- 16 The members of the Committee, the complainant and the Investigating Officers were given the opportunity to ask questions
- 17 Following this, the complainants and the Investigating Officers withdrew from the meeting

Recommendations

- 18 To note that following the introduction of the 2009 Adoption Allowance Regulations, the Council had reviewed their procedures and ceased making payments to the complainants, in accordance with the Regulations and having taken advice from the Council's legal division.
- 19 Accordingly, to not uphold the appeal.
- 20 To note that the Council had recently put procedures in place to annually review Adoption Allowance Payments and record them appropriately.

Val Tudball
Convener

Appendices	None
Contact/tel	Louise Williamson ☎ 529 4264; ✉ louise.p.williamson@edinburgh.gov.uk
Wards affected	All
Background Papers	Agenda and confidential papers and minutes for the Complaints Review Committee of 14 March 2012